

Connecticut Department of Children and Families

Children FIRST, Fordham University Graduate School of Social Service



Mentoring Program Manual

2008



Mentoring Training Topics

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Chapter One

Mentoring Program Overview



Mentoring Program History

The Department of Children and Families (DCF) works to value the contributions of our staff. We recognize that embracing and achieving the diversity that reflects the children and families that we serve must be reflected in all levels of our leadership.

The concept of mentoring is an old one. For centuries many cultures have established a practice of seeking advice and counsel from more knowledgeable and experienced individuals. Today the practice of mentoring is considered to be a powerful and cost effective process that offers a "win-win" for all. It provides professional development for employees while providing a way for organizations to develop talent, increase overall productivity, retention and morale.

In 2001, DCF initiated a Pilot Mentoring Program dedicated to our professional social workers and social work supervisors. The pilot program served as a partnership between mentor and mentee. It was a contract focused upon interpersonal support, guidance, sharing of ideas, expertise and role modeling. The program was developed and designed to support DCF social work staff through voluntary participation of all parties. Its objective was to enhance the personal and career development of a diverse group of DCF social workers/supervisors by providing them with a mentor to assist in their overall development.

The pilot program was successful; project goals and objectives were achieved. Mentors and mentees evaluated their experiences and provided positive feedback and recommendations for the continuation and expansion of the program. A formal statewide DCF mentoring program is underway, a program enriched by the evaluation and recommendation from the pilot.

Mentoring Program Goals

The following are the goals for the Mentoring Program:

Increased Organizational Commitment

- Greater understanding of the DCF's mission;
- Exposure to different departmental programs;
- Opportunities to demonstrate best practice;
- Opportunities to monitor quality improvement activities;

 Participate in projects and presentations to increase professional development.

Build Leadership Capacity

- Observe management styles in various settings;
- Participate in management and leadership activities e.g., program development, program implementation, policy development.
- Opportunities for the expansion of networks, building collaboration and exposure to specialized trainings.

Increase Retention

- Provided an internal support system;
- Provide skill building and professional development through management and supervisory levels within the department.

Navigate and Negotiate within DCF and the Community

- Exposure to and experience with managing change within the department;
- "Manage Up" to advocate for self and clients.
- Orientation to HR and Quality Assurance policies and practices

Increase opportunities for career and personal development:

- Exposure to training and personal development opportunities
- Exposure to promotional opportunities
- Increased network of colleagues within the department

Organizational Roles and Responsibility

In order for any initiative to be successful it requires clear organizational roles and responsibilities. Mentoring programs need strong leadership, the ability to convene meetings, conduct mentoring training, support ongoing quarterly activities, and track program process. With strong support from the Commissioner the management of the mentoring program is through the DCF Training Academy. It is important for the program to have a strong point person who coordinates the initiative. The activities of the mentoring program are coordinated through a mentoring committee.

The following are the overall organizational role and responsibilities for the Mentoring Program:

Program Owner: Commissioner of Department of Children and

Families

Role: Final approval and authorization of program;

Delegation of authority and approval of program staff;

Allocation of resources including budget items.

Program Coordinator: Department of Children and Families Training

Academy

Role: Program manager for ongoing development and

continuation of mentoring activities;

Allocate staffing resources and assign tasks and

review progress;

Manage communications;

Delegate authority to program team to lead activities; Provide quarterly and final reports to the program

owner and designees.

Mentoring Committee: This committee includes a cross-section of staff from

workers and supervisors to program directors. There is a committee chair and co-chair that reports to the

Training Academy Program Coordinator.

Role: Implement the program activities;

Develop program materials;

Recruitment of program participants;

Develop marketing materials for the program; Develop marketing strategy for the program; Coordinate and schedule all training events;

Conduct follow-up evaluations and analyze results; Identify, assess and communicate problems as they

arise to the Committee Chairs and Program

Coordinator:

Present findings to Program Coordinator and make

necessary adjustments to the program.

Program Consultants: Fordham University Children FIRST (2004 – 2008)

and Child Welfare League of America.

Role: Provide consultation and resource assistance to the

DCF Training Academy Program Coordinator and

Mentoring Committee.

Provide written curricula and training at critical

program milestones;

Assist with program evaluation;

Provide written assessments and recommendations to DCF Training Academy Program Coordinator and Mentoring Committee.

DCF Mentoring Program Selection Criteria

In order to build a strong mentoring program, we have developed mentoring program selection criteria that reflect our strong commitment to the program goals and outcomes. The program selection criteria are:

- Commitment to DCF and public child welfare;
- Commitment to social work professionalism;
- Commitment to Mentoring Program Goals;
- Written reference from the Supervisor;
- Completion of application materials.

DCF Mentoring Program Eligibility

The following are the program eligibility requirements for mentors and mentees:

Mentors:

DCF management with successful experience, in good standing with the Department, an interest in the mentoring program as it relates to personal and career development, as well as a commitment to improving staff development.

Mentees:

DCF Case Aides, Social Workers, Social Worker Supervisors, and Clinical Social Workers who have completed their working test period and are in at least their second year of employment with a performance rating of satisfactory or above.

Mentoring Program Guidelines and Agreements

- The program is committed to actively recruiting and selecting participants that reflect the cultural and community diversity of DCF.
- The duration of the formal mentoring relationship is one-year.
- The mentor and mentee application process includes written input from the applicant's immediate Manager/Supervisor/Program Supervisor as

- supported by performance appraisal as well as the candidate's abilities/interest in career/personal development.
- Human Resources will review all candidate information. Applications must be submitted one and half months prior to the beginning of the program. Late and incomplete documentation will not be accepted.
- The Selection Committee, consisting of managers who participate on the mentoring committee, will select and match mentors and mentees. Matching will not be done within an individual's area office. Selections will be based solely upon a formal application process and written application materials.
- Training and professional support is provided to mentors/mentees throughout the program to maintain and strengthen successful match relationships. Professional support is provided by DCF Divisions and Departments (Training Academy, Divisions of Multicultural Affairs, Affirmative Action, Human Resources and all other DCF areas as appropriate) and outside partners (Fordham University Children FIRST/Child Welfare League of America).
- Mentors/Mentees must sign an Agreement/Contract that defines both individual and mentor/mentee partnership goals and objectives as well as program expectations. Participants are expected to successfully fulfill all duties and responsibilities of their regular job while participating in the program.
- Mentors/Mentees must adhere to confidentiality and ethical guidelines.
- A key expectation is pro-active planning and participation. Two mentoring interactions per month are required, with at least one in person meeting per month. Within the first quarter of the program, mentors/mentees must establish an annual meeting schedule that is approved by their immediate program supervisor and the mentoring committee.
- Mentors/Mentees agree to participate in ongoing program evaluations.
- A mentor/mentee may leave the program for any reason at any time.
 Efforts will be made to secure a new match for continued participation in the program.
- Participants are not eligible for overtime, mileage or reimbursement costs.

Roles and Responsibilities

It is important to establish clear roles and responsibilities of both mentor's and mentee's which aid in establishing a learning relationship.

Mentor's Role and Responsibilities:

The mentor's role is to increase the mentee's knowledge and understanding of the Department, and of the leadership/supervisory role, functions, and tasks. They are responsible for:

- Exposing mentees to DCF policies and procedures;
- Bringing mentees to regular meetings, clinical forums, and community collaborations, etc.;
- Allowing mentees to observe management and how situations are handled:
- Providing resources such as training, informational readings and recommended literature;
- Utilizing the mentoring experience to broaden one's role and responsibility for the success of the mentor's own staff;
- Collaborating and training with Multicultural Affairs, Affirmative Action, Human Resources and others to:
 - Increase understanding of the unique challenges faced by women and persons of color;
 - Learn how to coach and counsel workers of different backgrounds;
 - Enhance cross-cultural communication between workers and managers;
 - Understand the state employment process, progressive discipline, service ratings, affirmative action, interview techniques, individual career management and upward mobility planning including educational opportunities and career options.

Mentee's Role and Responsibilities:

The role of the mentee is to take greater responsibility for his/her own career development and to increase his/her knowledge of the Department and the supervisory role.

They are responsible for:

- Selecting at least two program goal areas to focus on and planning at least two activities per goal (four if not working on a project);
- Completing goals and objectives forms, goal activity forms, and if applicable, a project form;
- Attending mentee trainings and meetings;

- Expanding networks regular meetings with other mentees, previous mentees and community partners;
- Contributing to cultural collaborations work with area Diversity Action
 Teams and work at resolving diversity issues within their own office;
- Volunteering for at least one assignment in their area;
- Taking their mentors to work (including field visits) allowing them see the world from their perspectives;
- Making at least one outreach and presentation to a large group and/or community partner.

Chapter Two

The Mentoring Committee



Why form a Mentoring Committee?

The mentoring committee was formed to promote program ownership, recruit and target specific populations for the purpose of staff retention. The committee created the procedures that guide program to date. With support and guidance from the Program Coordinator, the committee generates ideas on program organization, manages all the training content and logistics, and sets guidelines for the matching process.

The original committee was a subcommittee of the Advisory Board for the federal grant project - Retention and Recruitment of Child Welfare Staff by Building Management Capacity. Initially, board members recommended mentoring subcommittee members based on their interest in the mentoring field. Because the Training Academy is the program coordinator, invitations to join the committee were extended to those not on the Advisory Board. The committee elects a Chair and Co-chair responsible for arranging and managing committee meetings, taking and distributing minutes, and coordinating all program activities with the Training Academy Program Coordinator.

The committee process allows a diverse group of staff, from workers to program directors, to come together and provide program oversight. Mentoring committee members gain exposure within the department and an opportunity to participate in a program outside their area of expertise.

Mentoring Committee Responsibilities

The mentoring committee is responsible for:

- Implementing program activities;
- Developing program materials;
- Recruiting program participants;
- Developing marketing materials for the program, e.g. newsletter;
- Developing marketing strategy for the program;
- Coordinating and scheduling all training events;
- Conducting on-going evaluation and analysis of results;
- Identifying, assessing and communicating problems as they arise to the Committee Chairs and Program Coordinator;
- Presenting findings to Program Coordinator and making necessary adjustments to the program.

The committee plans the content of all quarterly meetings. Using the Technology of Participation method, the committee developed a list of ongoing training topics that drive the quarterly meetings. During the introductory training mentors/mentees indicate their four most important topics. The areas and content for the quarterly meetings are drawn from the following:

Leadership

Maintaining hope and vision
Decision Making
Leadership Qualities
Leadership vs. Dictatorship
Ethics
Boundaries
Risk taking
What makes a good leader

Coaching

Developing supportive relationships
Establish a relationship
Ways of developing trusting relationships and partnership building
Provide constructive criticism
Mediation
Negotiation
Teaching strategies

Resources/Networking

Expand circle of peers and knowledge
Networking – connecting with resources/people who validate your contribution to the Department
Building network within and outside the Department
Navigating DCF
Knowledge of community resources

Cultural Competence

How to be culturally competent Communication skills – styles/differences Working with diversity – gender, culture, age, etc.

Professional Development

Human Resources: evaluations, planning for promotion, taking state tests

Upward mobility/professional growth
Designing a training plan for a individual
Self Inventory of learning styles, communication style, abilities, bias
Time/stress management – taking care of yourself
Meeting your own needs through mentoring
Effective interviewing skills
Effective use of power

 Assessment and Goal Planning in the Mentoring Relationship Assessment skills – evaluate mentee's needs Goal setting and planning Contracting

The committee meets on an as needed basis often prior to a program milestone such as a training event, quarterly meeting, program start-up or closing ceremony.

Leadership	Coaching	Resources/ Networking	Cultural Competence	Professional Development	Assessment and Goal Planning in the Mentoring Relationship
Overall concept: Maintaining hope and vision	Developing Supportive Relationships	Expand circle of peers and knowledge	How to be culturally competent	Human Resources: Evaluations Planning for promotion	Assessment Skills- Evaluate mentee's needs
Decision Making	Establish a relationship	Networking – connecting with	Communication Skills - styles/difference	Taking state tests Developing self	Goal Setting and Planning
Leadership Qualities Leadership vs. Dictatorship	Ways of developing trusting relationships and partnership building	resources/ people who validate your contribution to the Department	Working with diversity – gender/culture, age	Upward mobility/professional growth – How do I get from A to B	Contracting
Ethics	Provide constructive criticism	Building network within and outside the Department		Training needs assessment – designing a training plan for an individual	
Boundaries Risk Taking	Mediation	Navigating DCF		Self Inventory- Learning styles, abilities,	
What makes a good leader	Negotiation Teaching strategies	Knowledge of community resources		bias Time/stress management –	
good leader	reacting strategies	resources		taking care of yourself	
				Meeting your own needs through mentoring	
				Effective interviewing skills	
				Focus – take care of one's self mind and body	
				Effective use of power	

Chapter Three

Mentoring Marketing Materials



In developing marketing materials for the mentoring program it is important to have the sanction from the Department's Commissioner, Human Resources and the Union if applicable. This adds credibility to the program and broadens its appeal. Marketing the mentoring program requires a multi-pronged approach through print, presentations, informal meetings and the department intranet. The mentoring committee develops all program marketing materials. These materials are shared with Human Resources and Affirmative Action before they are disseminated

The following are mentor program marketing ideas:

- Presentations by current or former mentors and mentees at area office staff meetings;
- Targeted recruitment to supervisors, social workers and clinical social workers by mentoring committee and area office staff;
- Posting all program materials (e.g., applications, etc.) on the departments intranet;
- Articles about the mentoring program in the departments newsletter;
- Personal email with program materials to appropriate staff.

Memorandum

To: All DCF Staff

From: Darlene Dunbar

Date: 8/1/2005

Re: DCF Mentoring Program

A little over two years ago I participated in the Department's Pilot Mentoring Program and served as a Mentor. I found the experience to be very rewarding. The Mentoring Program encompasses a broad vision of the Department, and includes opportunities for staff to enhance their career development and professional advancement.

This past year we initiated the statewide DCF Mentoring Program once more. The program serves as a voluntary partnership between managers as mentors and social workers/supervisors as mentees. It is a partnership by which participants help each other to build leadership capacity and to enhance understanding and commitment to the mission and workings of the agency.

The Mentoring program is under the leadership of a statewide Department Mentoring Program Team. The Team is part of the Advisory Board for a five year Federal Partnership Grant with Fordham University and the Child Welfare League of America to develop and strengthen leadership in child welfare systems.

The Mentoring partnership has goals to:

- Provide opportunities for career development and retention at the Department;
- Increase the opportunity for more diverse leadership throughout DCF;
- Help managers and supervisors to broaden their own role and responsibility for success of all Department staff.

At this time we are over halfway through our first year with the Mentoring Program and already we are seeing wonderful partnerships forming between Mentors and Mentees. Opportunities for growth and professional development have been available to all. We have had many training programs for participants including topics on leadership, networking, and teambuilding. The training programs were specifically designed by Fordham and CWLA based on the requests of our Mentor/Mentees. The supervisors of our Mentees have been invited to attend quarterly meetings and avail themselves of these very informative programs, also.

In the next few weeks, we will be beginning the process of sending out information to you to enhance your understanding of the Mentoring Program for staff here at DCF. Please look for these notices so that you can learn more about the Mentoring Program and how you may participate as a Mentor, Mentee, or even a Team Leader. I recommend that you take full advantage of this opportunity.

CONFIDENTIAL

ATTENTION DCF MANAGERS!

PLEASE CONSIDER BEING A MENTOR

The DCF Mentoring Program is in need of additional Mentors! The statewide Mentoring Program is a <u>voluntary partnership</u> between Managers as Mentors and Social Work Supervisors/Social Workers as Mentees. Through partnership, participants help each other to build leadership capacity and to enhance understanding and commitment to the mission and workings of the Department.

BENEFITS OF BEING A MENTOR:

- Opportunity to select and attend special quarterly trainings led by Fordham University and Child Welfare League Educators on mentor training topics-leadership, coaching, resources/networking, cultural competence, professional development, assessment and goal planning in the mentoring relationship.
- Training, professional support and recognition will be provided to mentors throughout the program. Following feedback from our pilot mentoring program a few years ago, we have established more structure to the process; a Mentoring Agreement/Contract will be developed early in the program that will define both individual and mentor/mentee partnership goals, schedule of events as well as program expectations. The Training Academy and Mentoring Program Team members will be available to you at all times to help you in the program.
- The formal mentoring relationship is for a one-year period beginning in late October with a Kickoff Celebration. Afterward, you will be expected to have two mentoring interactions per month, with at least one being a face- to face interaction. Mentoring Program Team members are available to locate meeting sites in their area offices/facilities for your mentor/mentee meetings.
- You will have the opportunity to share with a Department Social Worker your
 work experiences and to help them to take responsibility for their career
 development by increasing their knowledge of the Department and of the
 supervisory role. Mentors of the pilot program told us that they gained much more
 from the program than they ever thought they would. Being a mentor rekindled
 their commitment to the work and the reasons why we all are here.

For further information please contact Barbara Kleefeld at the Training Academy at 860-550-6419. Thank you.

ATTENTION DCF Social Work supervisors, Social Workers, Clinical Social Workers!

PLEASE CONSIDER BEING A MENTEE

The DCF Mentoring Program is in need of additional Mentees! The statewide Mentoring Program is a <u>voluntary partnership</u> between Managers as Mentors and Social Work Supervisors/Social Workers as Mentees. Through partnership, participants help each other to build leadership capacity and to enhance understanding and commitment to the mission and workings of the Department.

BENEFITS OF BEING A MENTEE:

- Opportunity to attend special quarterly trainings led by Fordham University and Child Welfare League Educators on training topics such as leadership, resources/networking, cultural competence, professional development, assessment and goal planning in the mentoring relationship.
- Training, professional support and recognition will be provided to mentees throughout the program. Following feedback from our pilot mentoring program a few years ago, we have established more structure to the process; a Mentoring Agreement/Contract will be developed early in the program that will define both individual and mentor/mentee partnership goals, schedule of events, as well as program expectations. The Training Academy and Mentoring Program Team members will be available to you at all times to help you in the program.
- The formal mentoring relationship is for a one-year period beginning on November 5, 2004 with a Kickoff Celebration. Afterward, you will be expected to have two mentoring interactions per month, with at least one being a face- to face interaction. Mentoring Program Team members are available to locate meeting sites in their area offices/facilities for your mentor/mentee meetings.
- You will be paired with a Manager who will help you to take responsibility for your career development by increasing your knowledge and understanding of the Department and of the supervisory role. Mentees in the pilot program were exposed to new areas of DCF, to clinical forums and to community collaborations. They were allowed to observe management and how decisions are made. They expanded their networks both within and outside the agency. Being a Mentee rekindled their commitment to the work and to the reasons why we all are here.

For further information please contact
Barbara Kleefeld at the Training Academy at 860-550-6419. Thank you.

Chapter Four

The Mentor/Mentee Application Process



Application Process:

The mentoring program runs for a one-year period. Applications are made available online three months prior to the kick-off. The application deadline is two months prior to the kick-off.

Mentor Application:

Mentor applicants must have immediate supervisor approval with a letter of recommendation.

Mentee Application:

Mentee applicants must provide a personal statement explaining how the mentoring program will help them reach their goals for the next five years.

Mentee applicants are responsible for obtaining immediate supervisory approval with a letter of recommendation. Supervisory support of the mentee is important throughout the program.

- Applications may be submitted electronically, through interoffice mail, or hand delivered to DCF Training Academy.
- All applications are reviewed by the Mentoring Program Coordinator for accuracy and completion. Applicant is notified if any further information is needed and given two days to submit the requested documentation.
- Names of applicants are sent to Human Resources for a review of their standing in the department. Exclusion from the program is based on an unsatisfactory performance appraisal and/or years of service in the department. Human Resources and the Mentoring Program Coordinator review recommendations and discuss participation in the program.

Roles and Responsibilities of Mentors and Mentees

It is important to establish clear roles and responsibilities for mentors and mentees to aid in establishing a learning relationship.

Mentor's Role and Responsibilities:

The mentor's role is to increase the mentee's knowledge and understanding of the Department, and of the leadership/supervisory role, functions, and tasks.

They are responsible for:

- Exposing mentees to DCF policies and procedures;
- Bringing mentees to regular meetings, clinical forums, and community collaborations, etc.;
- Allowing mentees to observe management and how situations are handled;
- Providing resources such as training, informational readings and recommended literature;
- Utilizing the mentoring experience to broaden one's role and responsibility for the success of the mentor's own staff;
- Collaborating and training with Multicultural Affairs, Affirmative Action, Human Resources and others to:
 - Increase understanding of the unique challenges faced by women and persons of color;
 - Learn how to coach and counsel workers of different backgrounds;
 - Enhance cross-cultural communication between workers and managers;
 - Understand the state employment process, progressive discipline, service ratings, affirmative action, interview techniques, individual career management and upward mobility planning including educational opportunities and career options.

Mentee's Role and Responsibilities:

The role of the mentee is to take greater responsibility for one's own career development and increase his/her knowledge of the Department and supervisory role.

They are responsible for:

- Completing goal activity forms, goal and objective forms, and project (if applicable) form;
- Attending mentee trainings and meetings;
- Expanding networks regular meetings with other mentees, previous mentees and community partners;

- Contributing to cultural collaborations work with area Diversity Action
 Teams and work at resolving diversity issues within their own office;
- Volunteering for at least one assignment in their area;
- Taking their mentors to work (including field visits) allowing them to see the world from mentees' perspectives;
- Making at least one outreach and presentation to a large group and/or community partner.

DEPARTMENT OF CHILDREN AND FAMILIES MENTORING PROGRAM

Mentee Application

Please fill out this form as completely as possible. The information will assist us in making a good match with a potential Mentor. All of the information on this application will be used solely for the purpose of the DCF Mentoring Program. Please submit by **November 19,2007**

1.	Name:			
2. '	Work Site:			
3. '	Work Phone:	_		
4.	Home Address: (Optional)			
5.	Home Phone: (Optional)			
6.	Position:			
7.	Social Work/Advanced Degree Cred	dentials:		
8.	Length of Experience in DCF:	Years:	Months:	
9.	Race/Ethnicity:		0	
10.	Please list three areas you would I	like to improve	e on?	
11.	Have you participated in this ment	oring program	in the past?	
12.	Please list any social and/or comm	nunity activities	s you are involved in.	
13.	Please list any DCF related comm	ittees or activit	ties you are currently involved in.	
14.	List three goals you would like to n	neet through y	our relationship in the mentoring program	
15.	List three important things your po	tential Mentor	should know about you.	

16.	Do you know a Manager you would like to be your mentor? If so, please provide the following information: (Please note: matching will not be done within your Area Office, self -selection does not guarantee automatic acceptance into the program.) Name:
	Position:
	Location:
17.	Would you prefer a Mentor who is: No preference: Other Female:
	considerations:
	Personal Statement – On one page please explain where you see yourself within the next 3 to 5 years. Describe how you believe the mentoring program will assist you in achieving your goals.
	Signature Date

Please contact Tracy Davis
Assistant Director of the Training Academy
at (860) 550-6363
or via e-mail with any questions

Return the completed Form to:
Pamela Williams
DCF Training Academy
505 Hudson Street
Hartford, CT 06106

DEPARTMENT OF CHILDREN AND FAMILIES MENTORING PROGRAM

Mentor Application

Please fill out this form as completely as possible. The information will assist us in making a good match with a potential Mentor. All of the information on this application will be used solely for the purpose of the DCF Mentoring Program. Please submit by **Wednesday November 9**th.

1.	Name:
2.	Work Site:
3.	Work Phone:
4.	Home Address: (Optional)
5.	Home Phone: (Optional)
6.	Position:
7.	Social Work/Advanced Degree Credentials:
8.	Length of Experience in DCF: Years: Months:
9.	Race: Gender:
10.	What do you have to contribute as a potential mentor?
11.	Have you been involved with any type of mentoring in the past? As a Mentor? As a Mentee? If yes, length of experience: Please provide detailed information relative to your experience:
12.	Are you currently involved in any social and/or community activities?
13.	Please list any DCF related committees or activities you are currently involved in.
14.	List three important things your potential Mentee should know about you.
15.	Are you currently (within the last year) experiencing any work related performance problems? (i.e., service rating/PARS is fair or less). Please explain:

Would you prefer a Mentee who is No Other consideration		Female
preference:		
Would you object to your Mentee	discussing the progre	ess and/or quality of the
mentoring relationship with others		and the quantity of the
3	Yes □	No:
If yes, please	_	_
explain:		

Please contact Tracy Davis
Assistant Director of the Training Academy
at (860) 550-6363
or via e-mail with any questions

Return the completed Form to:
Pamela Williams
DCF Training Academy
505 Hudson Street
Hartford, CT 06106
(860) 550-6693

Chapter Five

The Matching Process



The Program Coordinator convenes a small selection committee. It is recommended that the committee be made up of no more than six managerial staff. The members are chosen by the Program Coordinator and shared with the mentoring committee. This is an ad hoc committee that meets to create the matches and again to choose the mentor of the year.

The formal mentoring partnership is a year commitment. We encourage successful matches to continue on an informal basis.

Mentors who wish to continue in the program can re-apply each year. Mentees can only be in the program once.

What makes a good formal match?

Prior to the selection committee meeting, the Program Coordinator reviews all applications. All applications are also sent to Human Resources for a review of standing within the Department.

The selection committee reviews all applications. Based on information from the application and additional criteria matches are made. The following criteria are used in the matching process:

- Degree to which characteristics of the mentee match the goals of the agency for leadership development. For example, over the past few years, our priority has been men, men of color and supervisors.
- Evaluate travel distance of the applicants;
- Areas of interest identified by the mentee;
- Goals identified by the mentee in the application e.g., wanting exposure to policy, desires of upward mobility in the department;
- Review strengths and qualifications of mentors related to the pool of mentee applications;
- Review the strengths of mentors that can enhance the experience of the mentee.

Notification Process

Each applicant receives a written notice of acceptance into the program. We recommend not sharing matches until the Program Kickoff. We feel that this can create undue anxiety and begin relationship building without the formalized

mentoring training. However, the Program Coordinator can use discretion as to notification of the matches.

Written notification is sent to those not accepted into the program. Those applicants not in good standing are notified by the Program Coordinator on behalf of the mentoring committee. Due to confidentiality, applicants are to be referred to Human Resources for a more in-depth explanation.

SAMPLE MENTOR LETTER

Dear:
Congratulations! You have been selected as a Mentor for the DCF Mentoring Program. This is a unique opportunity for you to provide the tools and skills to your Mentee to help enhance his/her personal and career development with the Department.
To acquaint all participants of the program with their role and responsibilities, we will be conducting a training session for Mentors on Please plan to attend this mandatory training meeting.
In addition, we will be holding a Mentoring Program "Kick-Off" meeting on We will have several guest speakers and other events going on during the day.
We look forward to having you as a participant in this program.
Sincerely,

SAMPLE MENTEE LETTER

Dear:
Congratulations! You have been selected as a Mentee for the DCF Mentoring Program. This is a unique opportunity for you to be matched up with a mentor who can provide you with the tools and skills to enhance your personal and career development with the Department.
We believe there is value and tremendous benefits that are derived from the mentor/mentee relationship. In order to foster a positive beginning between the mentor's and mentee's, there will be a training session/kickoff on This even will provide all participants with their
roles and responsibilities, as well as the opportunity to meet their respective match. This training is mandatory for all participants.
We look forward to having you as a participant in this program.
Sincerely,

Chapter Six

Role of Team Leaders



We have recognized that mentoring relationships need ongoing support. The mentoring relationship involves more than the mentor and mentee; it also involves the mentee's supervisor. The role of the team leader was conceived to support this relationship triad.

Team leaders provide oversight to the matches giving each person an impartial party to go to if they are experiencing problems. Team leaders are proactive members of the process and contact matches regularly to inquire about the relationship. Separate team leaders may be assigned to mentors and mentees as needed. Mentees may be contacted more frequently than mentors.

If conflicts arise, the team leaders mediate the conflict. Team leaders mediate issues such as: lack of scheduled meetings, change in positions, and resolving workload and job constraints that interfere with program participation.

Depending on the issue, team leaders may recommend to the Program Coordinator that a match be dissolved and a new mentor found. The Program Coordinator then convenes a meeting of the match to resolve the issue.

It is important to recruit team leaders that have an understanding of the mentoring program and can devote time to the role. Mentoring committee members or Training Academy staff may serve as team leaders. The Program Coordinator may also recommend Department managers to serve in the role. Team leaders are asked to make a one-year commitment to the role.

The Program Coordinator holds initial meetings with team leaders to review their role and responsibilities.

Team Leaders are responsible for:

- Monthly check-in with their mentees via email or telephone;
- Quarterly check-in with their mentors via email or telephone;
- Check-in with pairs at quarterly meetings;
- Quarterly reports to the Program Coordinator on the status of matches.

TEAM LEADER DESCRIPTION

Team leaders provide support and oversight to the mentor-mentee pair. They will be available to clarify the purpose of the goal activity and goals and objectives form, help the pair define roles, (if necessary), and be able to mediate conflict. Possible areas of difficulty might include lack of scheduled meetings, lack of program participation, or an unsuccessful match.

Team leaders should be proactive members of the process by initiating contact and providing insightful and meaningful information to the matches based on updates to the program. They should strive to adopt an impartial stance so that both members of the pair view them as a resource if they are experiencing problems. Team leaders should also be supportive and assist the mentoring triad (the mentee, mentor and mentee's supervisor) when necessary.

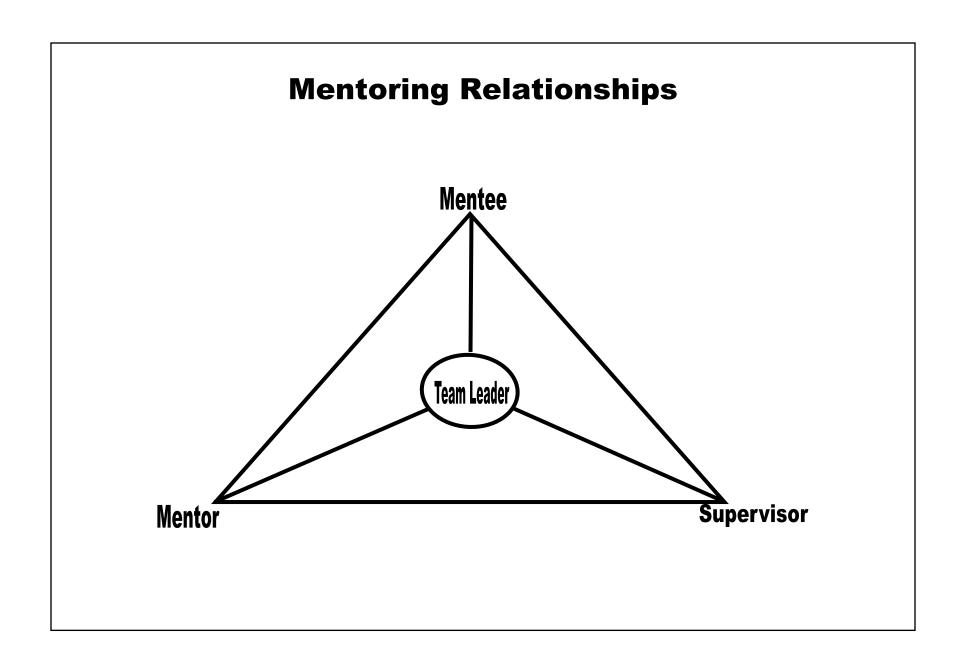
Each team leader will be responsible for 10 -12 pairs.

Responsibilities include but are not limited to the following:

- Attendance at the opening ceremony, three quarterly meetings, and closing ceremony
- Monthly or Quarterly check- in with assigned mentees or mentors via email or phone
- Collection and review of the Goal Activity forms, Goals and Objective forms, and Project form (if applicable)
- Quarterly report to the Program Coordinator to provide an update on their assigned pairs. This report also should detail concerns voiced by the pairs, obstacles, and resolutions of problems
- Re-matching of pairs should be done by the team leader and the Program Coordinator after a full discussion
- Provide mediation to the matches if problems arise
- End of the year report detailing mentee activities, highlights, and programmatic issues that arose

Qualifications

The ideal Team leader should: be knowledgeable of the Department and its inner workings; have a clear understanding of the mentor and mentee roles; and be familiar with DCF protocol and chain of command. The Team leader also should have strong communication skills, be a creative thinker, and have the ability to engage staff.





Chapter Seven

Mentoring Training Materials



The purpose of the formal mentoring training is to acquaint mentors and mentees with the program and help them begin to build a quality mentoring partnership. Training sessions are conducted with the mentees and mentors separately prior to the mentors and mentees being matched. We recommend these trainings be co-facilitated. The training can be delivered prior to the program start-up or during the mentoring kickoff program.

Training guides with handouts have been designed for both mentors and mentees. Chapter Seven outlines the training program for the mentors and Chapter Eight outlines the training for the mentees. The training guides are divided into three sections:

- Introduction to formal mentoring
- Promoting learning partnerships
- Creating written plans and completing session record

During the training for the mentor and mentee they are asked to identify additional training topics using the Handout: Mentoring Training Topics. These handouts are collected and tabulated by the Program Coordinator and Mentoring Committee. These topics are used to develop trainings for quarterly meetings.

Each guide has a series of activities that, depending upon the scope and breadth of program, can be customized to suit the needs of the program. The formal training program is approximately 2.5 hours. Both mentors and mentees receive a training resource packet with all handouts and relevant program documents.

Two weeks prior to the training all participants in the mentoring program receive a packet of mentoring information to read prior to the training.



Connecticut Department of Children and Families

Mentoring Program

Training Guide for Mentors



Part One: Introduction to Formal Mentoring

Activity One: Introductions and Expectations



30 minutes



Flip chart and markers

Handout: My Mentoring Relationships Handout: Mentoring Relationships Handout: Structured Mentoring Process

Activity Description:

- 1. Welcome mentors to the training. Introduce yourself and your cofacilitator by providing some relevant background information and sharing your professional experience related to mentoring.
- 2. Ask mentors to introduce themselves by stating their name, title, how long they have been with DCF. Ask participants to look at their expectations sheet (which was sent to them prior to the training) and share two expectations they have for this experience. Facilitator records expectations on the flip chart. State that during this experience both mentors and mentees will be supported by team leaders and quarterly meetings to ensure a positive experience.
- 3. State that for both mentors/mentees it is important to think back on our own experiences and how we have been mentored. Ask participants to refer to their Handout: My Mentoring Relationships and ask them to complete the worksheet. Give participants five minutes and divide participants into pairs and have them share their experiences. Ask the large group for themes that arose during their discussions as to what the mentor gave and what was received. Record themes on the flip chart. State that throughout our life we will have many mentors. DCF has created a formal mentoring program to provide supports and opportunities to both mentors/mentees.
- 4. State that formal mentoring differs from our informal experiences in that:
 - Partnerships are specifically arranged Think back to your application process. State that the mentoring committee has been



meeting over the last year to enhance this process and create the matches. State that matches are made based on some selection criteria; first by goals and interests of the parties, location, race and gender. We try to honor the participant's application request whenever possible.

- The partnerships are temporary partnerships are to last for one year. Within the first quarter of the program, you and your mentor will establish an annual meeting schedule that is approved by the supervisor and the team leader. The program expectation is that there will be TWO interactions per month with at least one face-to-face meeting. Though the formal relationship lasts for one year, we encourage the informal relationship to continue. However, state that time is used only during the formal year program.
- The focus is on the learning partnership the focus is on the mentee's goals and professional development. Mentoring is a learning partnership and throughout the experience mentors also learn and gain from the experience. We have found that mentors gained an appreciation for the work of their mentees by going into the field with them and listening to their direct experiences with children and families. These experiences influenced their current work within the Department. There will be a formal development plan created through the mentoring partnership which will help guide the mentoring activities.

State that during the mentoring program one mentor felt that based on their current job responsibility they didn't have much to offer their mentee. They discussed this with their Team Leader and together they were able to come up with a plan to expose the mentee to different policy and procedural meetings. This exposure enhanced the mentees experience and enhanced the partnership. As mentors, it is important to challenge your initial assumptions and work to overcome them.

Pairs may or may not have "chemistry" - Unlike relationships that develop over time these are formed for specific purposes. Consequently, a pair may not feel much chemistry at first. Research indicates that chemistry is nice to have but not necessary in formal mentoring. What is required is expertise on the part of the mentor, mutual respect, and a genuine willingness to share. In many formal relationships, friendship and chemistry eventually occur.



Ask the group, what are some strategies to build the partnership and "chemistry"? Possible suggestions can be to explore areas of common interests, share career journey at the DCF, focus on creating the development plan, and use your Team Leader for additional suggestions.

However, a mentor or mentee may leave the relationship on a nofault basis for any reason or no reason at any time.

Partnerships are monitored and supported - Distribute Handout: <u>The Mentoring Relationship</u> and state that during the year both mentors and mentees will be assigned to team leaders who you will meet today.

The role of the team leader is to:

- Troubleshoot issues that arise between the mentoring triad;
- Check in with mentees monthly and mentors quarterly;
- Receive and review all completed schedules and development plans;
- Be present at quarterly meetings.

It is also important to acknowledge the supportive role the mentee's supervisor plays in the mentoring partnership. They know that the mentee has applied to the program. In order to create a smooth mentoring partnership the following should be remembered:

- The mentee's job comes first example: we had a mentee who had an emergency placement and decided to keep her/his mentoring appointment. Their job comes first and the mentor will be flexible in re-scheduling the meeting if there is an emergency.
- The supervisor plays a supportive role, encouraging the mentoring relationship.
- Scheduled meetings set between mentee and mentor must be approved by the supervisor.
- The goal activity and project (if applicable) forms must be shared with the supervisor.
- The plan should focus on career development, exposure and skill development. Special Note - any direct client contact between mentor and mentee must be discussed with the supervisor respecting issues of confidentiality and DCF policy.



- Mentors will not become involved with daily case decision making, or administrative decisions that affect their mentee.
- 5. Review and discuss the following information on the specific role and responsibilities of the mentors:

The mentor's role is to increase the mentee's knowledge and understanding of the Department, and of the leadership/supervisory role, functions, and tasks.

You are responsible for:

- Exposing mentees to DCF policies and procedures;
- Bringing mentees to regular meetings, clinical forums, and community collaborations, etc.;
- Allowing mentees to observe management and how situations are handled;
- Providing resources such as training, informational readings and recommended literature;
- Utilizing the mentoring experience to broaden one's role and responsibility for the success of the mentor's own staff;
- Collaborating and training with Multicultural Affairs, Affirmative Action, Human Resources and others to:
 - Increase understanding of the unique challenges faced by women and persons of color;
 - Learn how to coach and counsel workers of different backgrounds;
 - Enhance cross-cultural communication between workers and managers;
 - Understand the state employment process, progressive discipline, service ratings, affirmative action, interview techniques, individual career management, and upward mobility planning including educational opportunities and career options.
- 6. State that in formal programs there is a structured mentoring process. Distribute **Handout**: <u>Structured Mentoring Process</u>. Review the four steps:

a. Planning for Mentoring

This is like what we are doing today - discussing things about ourselves and our previous experiences.



b. Building Relationship/Negotiating Agreement

Today you will connect with your mentee. The initial focus is on getting to know one another, exploring your experiences, talking about other helping relationships you have experienced and building trust. This is a formal professional relationship and it is important to think about strategically sharing your experiences. Do not move immediately to the goal activity and project forms; take the time to build the mentoring partnership. By the end of the first month you will have a jointly agreed upon plan ready to share with the mentee's supervisor and team leader. Develop a meeting schedule and exchange e-mail and phone information today. Try to schedule your first meeting today within a short period of time from this training to begin partnership building.

State that it is also important to maintain appropriate boundaries. Review the following tips with the group:

- Disclosure It's OK to tell your mentee that you have had some similar experiences and feelings during your life.
 However, it isn't necessary or wise to share very specific details of your life with them.
- Your Role as a Mentor Remember that your role as a mentor in unique. You aren't expected to assume the responsibilities of the mentee's supervisor.
- Don't Promise Promotions Your mentee may be someone who exhibits strong leadership skills. You may encourage them to apply for a job opening within your division but do not promise them the job. It may also be wise for you to excuse yourself from the hiring process.
- Honesty Let the mentee know that you will inform the Team Leader of any sensitive information that might impact care or services to children and families.

State that sometimes the mentoring relationship goes beyond appropriate boundaries. Ask the group, in the context of the mentoring partnership, how personal is too personal?

c. Developing Mentee/Maintaining Momentum

This is the heart of the mentoring experience. It is important to choose two goals to work on and complete the goal activity forms. State that as mentors you also have your own goals for



participating in the program. It is important to think about those goals as you build your mentoring relationship.

Ask mentors, what are some ways that they can maintain momentum in the mentoring partnership? State that we have heard from past mentors that involving mentees in one of your actual projects with a specific time frame and outcomes has been extremely effective. Having mentees observe committee meetings and participate in policy development where possible has also proved effective. For mentors, gaining the mentee perspective on direct field practice by going in the field and through ongoing discussions has been a significant learning experience.

d. Ending Formal Relationship

It is important to have formal endings to create closure. It is always important to check in with your mentee. As the relationship time frame draws to a close, around the ninth month, it is important to review where we are towards accomplishing the goals, what else we need to do?

It is critical to examine the accomplishments and review what the relationship has meant to both of you.

Additionally, DCF holds a formal mentoring closing celebration.

7. State that mentoring is also about creating a "learning partnership". According to Lois J. Zachary in *The Mentor's Guide - Facilitating Effective Learning Relationships*, mentoring is about "tending properly" which helps to maintain the focus on your learning goals, yet it is one of the biggest challenges in the work. When learning is not tended to, the mentoring process is reduced to a transaction, the integrity of the learning is compromised, and the relationship is undermined.

State that we are now going to focus our attention on creating learning partnerships. When we talk about learning partnerships we mean that the learner - "the mentee" plays a more active role in the learning than in the former mentor-driven paradigm. The mentor role has been replaced from the "sage on the stage" to the "guide on the side". The mentor role is that of a facilitator of knowledge, skills and abilities. The mentee learns to share responsibility for the learning by partnering in the development of the plan - setting goals, objectives and activities.

We are now going to discuss what creates optimal learning experiences.



Part Two: Promoting Learning Partnerships

Activity One: Principles of Adult Learning



30 minutes



Flip chart and markers

Handout: Principles of Adult Learning

Handout: Elements in the Learner-Centered Mentoring Paradigm

Index cards

Activity Description:

- 1. State that it is important for mentors to think about experiences that promote optimal learning. It is also important to review the principles of adult learning and how they translate into the mentoring paradigm.
- 2. Lead the group in a guided imagery exercise. Instruct the participants to sit comfortably, uncrossing arms and legs so that their energy can flow smoothly. Have the participants close their eyes or gently put their heads down, protected from any distractions. Guide participants to become more aware of their breathing, encouraging them to breathe slower, deeper and steadier. Ask participants to think back to the most positive learning experience that they had in either an educational or work setting. Hold onto the first or strongest memory that comes to mind. Tell participants that you want them to think about all the elements that contributed to this optimal learning experience.
- 3. Read the following to participants:

Recall the learning environment, what was the climate like for learning to be optimal?

Where were you?

Who was there?

What did the room or setting look like?

What about your educator/facilitator made this a positive experience? What style of teaching did the educator/facilitator use? What was the person's tone of voice/manner of teaching? Can you remember what the person's philosophy of education was? How involved were you allowed to be in your own learning?



Also try to remember your thoughts and feelings during this learning experience.

Do you remember the type of knowledge and skills being taught during this learning experience?

- 4. Encourage the participants to keep as much of this memory as possible alive with them as we slowly enter back to this time and place. Instruct the group to once again become aware of their breathing.
- 5. Divide participants into dyads and have them share their memories. Distribute index cards and have participants write down 3 essential ingredients that qualify their memories of optimal learning. The lead in for each statement should be: **People learn best...**
- 6. Record participants' responses on the flip chart. Distribute the **Handout**: <u>Principles of Adult Learning</u>. Compare the created list of optimal learning factors with the Handout: Principles of Adult Learning. Include the following in the discussion:
 - Adults bring life experience to the learning situation: It is important as mentors to connect past life/work experiences to the learning.
 - People learn by doing. It is important to remember the old proverb; "I hear and I forget, I see and I remember, I do and I understand." As mentors it is important to remember this framework for learning; tell, show, and do.
- 7. Distribute **Handout**: <u>Elements in the Learner-Centered Mentoring</u> <u>Paradigm</u> and review with mentors how adult learning principles influence the mentoring partnership.
- 8. Summarize the discussion on adult learning by asking why these principles would be important for mentors in developing their learning partnership?
- 9. State that an important element in facilitating mentoring learning partnerships is being knowledgeable about your own learning style. Learning styles have major implications for facilitating the learning partnership. According to Lois Zachary (2000) this information will assist the mentor in knowing when to step forward and when to hold back, and how to honor specific learning styles that facilitate learning. It will also help the mentee in creating their development plan by asking for the kinds of experiences that will promote their learning.



Activity Two: Understanding Learning Styles



20 minutes



Flip chart and markers Handout: Learning Styles

Activity Description:

- 1. Distribute **Handout**: <u>Learning Styles</u>. State that it is important for us to understand how we like to learn. Ask the participants to read the word in the left column of the chart and then answer the questions in the successive three columns to see how they respond to each situation by circling the statement. Their answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.
- 2. State that understanding how you learn is important in forming the mentoring partnership. Good communication is the key to any successful relationship. The communication process begins when we receive information from the world around us. We process the information internally and select words to best describe what we have processed. The field of study that describes the relationship between a person's thinking and his/her external communication is called Neurolinguistic Programming or NLP. Ask the group if anyone is familiar with these concepts?
- 3. State that NLP was initiated by John Grinder, a linguist, and Richard Bandler, a psychologist, in the early 1970's. NLP is based on the idea that we experience the world through our senses. We use language to describe what we have experienced. Although we receive information through all five senses, we develop sensory preferences, which impact our preferences for different learning modalities. Most people prefer to receive information either visually, auditory, or kinesthetically.
- 5. Ask the group how many people had the highest number in the visual column? auditory column? kinesthetic column? By having the participants raise their hands for each of the three styles this gives participants an idea of the variety of learning styles in the room. Indicate to participants that there is no right answer. Ask participants if they had



something in each column and state that we take in information through our senses and process with each modality, however we may have a preferred mode. You may want to share your learning style with the group.

- 6. State that our preferred modalities translate into a preference for specific learning methods or techniques. Ask the group to identify learning experiences that appeal to visual learners. Record them on the flip chart. Reinforce the discussion with the following; written materials, videos, etc.
- 7. Ask the group to identify learning experiences that might appeal to the auditory learner and record them on the flip chart. Reinforce the discussion with the following; attending meetings, discussions with mentors, etc.
- 8. Ask the group to identify learning experiences that might appeal to the kinesthetic learner and record them on the flip chart. Reinforce the discussion with the following; role-plays, hands on activity, simulations, etc.
- 9. State now that we have more information about our learning style and activities that promote learning, the following are some general guidelines that relate to most learning styles (Zachary, 2000):
 - Pace the learning;
 - Time the developmental intervention: Mentors need to understand where their mentees are developmentally. They cannot assume readiness. That is why partnership preparation is so important. Without establishing an open and candid relationship, it is easy to make erroneous assumptions;
 - Work toward collaborative learning;
 - Keep the focus on learning: Mentoring as we said earlier is not a chemistry contest. The partners should not get hung up on personality issues. Stick to the main attraction - that of learning;
 - Build the relationship first: Learning will follow. Too often both mentors and mentees do not make the time to create the appropriate climate for learning;
 - Structure the process: Sharing responsibility for structuring the learning relationship improves the quality of the interaction.
- 10. State that now that we have explored the importance of learning styles in promoting the mentoring learning partnership, we are now going to focus on the skills for successful mentoring.



Activity Three: Skills for Successful Mentoring Partnerships



45 minutes



Flip chart and markers

Handout: The Mentoring Skills Model

Mentoring Vignettes

Optional Activity: Blindfolds

Activity Description:

- 1. Ask the group to think about some of the skills both mentors/mentees need for a successful mentoring partnership. Record their responses on the flip chart. Try to have participants describe why they think the skill is important to the partnership.
- State that there is a researched model of mentoring skills in The Mentoring Guide: How to Have a Successful Relationship with a Mentor by Linda Phillips-Jones, Ph.D. There are four core shared skills. The four core skills are:
 - Listening actively
 - Building trust
 - Encouraging
 - Identifying goals and current reality

Distribute the **Handout**: <u>The Mentoring Skills Model</u>. State that there are a set of mentor-specific skills identified in the mentoring skills model which are:

- Instructing/Developing Capabilities
 - Sometimes mentors act as "learning brokers" by providing access to information and resources.
 - Having your mentee observe you leading a meeting, training, etc.
- Inspiring
 - Some mentors have inspired their mentee to go back for continued education or apply for advancement within the department.
- Providing Corrective Feedback
 - Discuss with your mentee how they feel comfortable receiving constructive feedback. Good constructive feedback is provided in a way that will continue to



motivate the mentee. The following are some guidelines for giving constructive feedback:

- Give constructive feedback in private.
- Give constructive feedback in a timely manner.
- Focus on the behavior, not the individual.
- Provide ideas and suggestions.
- Follow-up with the mentee.
- Managing Risks
 - Help your mentee avoid unnecessary mistakes as they step out of their comfort zone. Help them prepare questions in advance for participation in meetings.
 - Help them analyze the risks as they prepare for career advancement.
- Opening Doors
 - Provide opportunities for mentees to meet new contacts.
- 3. Divide participants into small groups and assign each group a core skill. Ask them to list the attributes/behaviors of that skill as it applies to the mentoring relationship. Distribute flip chart paper and markers for groups to record their discussion points.

Facilitator should use the following for each core skill:

Listen actively: display genuine interest, avoid interrupting mentors/mentees when they are talking, use information gained through past conversations, and always summarize the key elements of the interaction.

Building trust: respect the confidentiality of the partnership, respect the program time agreement, don't promise things that you cannot deliver, respect the boundaries of the mentoring relationship, and admit mistakes.

Encouraging: compliment your partner's accomplishments and actions, focus on positive attributes, sincere praise, express thanks and appreciation, let them know how you are using the help they have given you.

Identifying Goals and Current Reality: know what is important to you, have a good sense of your strengths and areas of challenge, set one to five year goals to reach in your career.



4. State that there are some things that a mentor can do to contribute to a successful mentoring partnership. Review the following suggested "Dos" and "Don'ts" with the group:

Do:

- Appreciate any signs of professional growth.
- Be honest about your own needs and limits (time constraints, etc.) and respect your mentee's time.
- Listen carefully, show interest and be open to your mentee's ideas.
- Strive for mutual respect and honesty.
- Show that you recognize the mentee's values and lifestyle.
- Assume the relationship is strictly professional. It may be helpful to share personal information in the context of developing a professional plan with your mentee.
- Make only positive or neutral comments about your mentee to others. If you disagree with your mentee's behaviors or values, share your perceptions with him/her. If the situation continues contact your Team Leader immediately.
- The formal mentoring partnership is a year commitment but continuing the relationship on your own time is encouraged if agreed upon by both parties.

Don't:

- Be judgmental.
- Automatically give advice or constructive feedback.
- Forget that communication requires listening.
- Move to quickly into friendship.
- Get talked into things that you know are against department policy and procedure.
- Try to be the mentee's supervisor.
- Try to instill your beliefs and/or values on your mentee; rather, demonstrate your values.
- 5. State we are now going to examine some case studies and think about how the four core skills can be used to develop the mentoring partnership. Have participants remain in their small groups and assign each group a vignette. Have each group explain how they would use the core skills to develop the mentoring partnership. Give the groups ten minutes to complete the assignment. The following are the mentoring vignettes:

Kristin is a social worker and has been accepted into the mentoring program. She is interested in developing her computer skills specifically



learning PowerPoint since she aspires to become a trainer for DCF. She wants to learn about being a trainer but doesn't know where to begin. You are her mentor - What core skills would you use to develop the mentoring partnership?

Ben has offered to be a mentor to Jim. Ben is a Program Supervisor and Jim is a Supervisor. Jim's goal at DCF is to become a Program Supervisor. You are Jim's mentor - What core skills do you need to use when you meet with Jim for the first time?

Maria is an excellent Program Supervisor. She has shown very effective social work, supervisory and management skills. She will be mentoring John who has a reputation for being very critical about the agency. You are Maria - How would approach this mentoring partnership? What core skills would you use?

Harvey is mentoring Grace. Grace is not participating fully in the mentoring relationship. She does not return calls or complete assignments that have been identified in her development plan. She has not followed through in maintaining their meeting schedule. How would handle these issues with Grace? What core skills would you use?

You are the mentor to Derrick. Derrick has a difficult relationship with his supervisor. You feel that the supervisor is being unfair and does not always make correct decisions. How would you approach these issues? What core skills would you use?

Ask each group to discuss how they would begin to develop the mentoring partnership and specifically focus on the core skills they would use.

Optional Activity: Blind Trust Walk

Dyads are formed. One person is blindfolded. The sighted person takes the blindfolded person on a trust walk. The goal of the walk is to create a positive experience for the blindfolded person. If time permits the pairs can change roles.

Ask the group, how they used the mentoring core skills of listening actively, building trust, encouraging and identifying goals during this activity? Draw the parallel that in order for the mentoring partnership to be successful trust is an essential element.

6. Advise the group we now are going to review the goal activity forms, project form, and other required documentation.

Part Three: Developing Goals and Objectives, Completing Activity and Project Forms, and Recording Sessions

Activity One: Creating Activity Plans and Recording Sessions



30 minutes



Flip chart and markers

Handouts: Mentoring Project and Goals and Activities Forms

Handouts: Sample Project and Goal Activity Plans

Handout: Mentoring Session Record

Activity Description:

- 1. State that jointly writing plans with your mentee is critical to promoting learning and guiding the mentoring partnership. Distribute the **Handouts:**Mentoring Project Goals and Activities.
 State that research has revealed that mentees learn and progress more when they have written plans. During the first month of your partnership it is important to complete the goal activity forms and project form (if applicable) and forward to the Team Leader. Review the Goal Activity Forms, Mentoring Project Form and sample plans with the group.
- 2. Ask mentors to generate a list of development activities they could use with their mentees. Lead a discussion and record on the flip chart. Use the following activities to generate discussion:
 - Facilitate interviews with other department personnel;
 - Observe meetings that mentees do not have access to;
 - Focus on educational career advancement e.g., obtaining advanced degree, certificate programs, advanced courses, etc.
 - Provide articles and reading materials;
 - Observe mentor facilitating meetings.

Note: Save the list for sharing at quarterly meetings. Explain "shadowing" opportunities with the mentors.

Optional Activity:

Divide the group into dyads. Ask each dyad to choose one of the mentoring vignettes. Have one person play the mentor and the other the mentee.



Have them use the **Handout**: <u>Goal Activity Forms</u>. The goal of this activity is to conduct a role-play with the outcome being a completed Goal Activity Form. Use the following questions to debrief the role-play:

- What was it like to work in partnership to develop written plans?
- How did you both use the core skills?
- How did you go about developing the plan?
- What were some of the challenges?
- 3. Mentoring interactions are intentional and guided by written plans. It is important to structure the interaction by developing a meeting agenda. State that the Mentoring Session Record acts as a reflective tool to monitor progress. Distribute the **Handout**: <u>Mentoring Session Record</u> and review with the group. The form is completed after each meeting between the mentor and mentee. The records are then shared with the Team Leader.



Activity Two: Getting Ready to Meet Your Mentor



20 minutes



Flip chart and markers

Handout: DCF: Mentor/Mentee Agreement

Handout: Mentoring Training Topics

Activity Description:

1. State that this morning's focus was to share overview of the program and on creating a mentoring partnership. During the mentoring program there will be quarterly meetings to monitor progress and provide training. State that in order to develop training that meets your needs we would like to get your input. Distribute the **Handout**: <u>Mentoring Training Topics</u> and ask each participant to circle four topics that they would like to receive continued training on. If a topic that is important to you is not on the list add it. Give participants five minutes to circle their choices and collect the handout. State that we will compile the results and try to cover the highly ranked topics at quarterly meetings. Additionally, team leaders can act as resources to provide information at the request of the mentor or mentee.

- 2. Distribute the **Handout**: <u>DCF Mentor/Mentee Agreement</u>. Ask mentors to complete their goals and objectives for the program. State that today when you meet your mentee you will complete the Partnership goals and objectives together. Today you will begin to develop your mentoring partnership by sharing your goals and objectives for the program and signing the mentoring agreement. You also will meet your Team Leader.
- 3. Thank the group for their participation at the seminar as well as participating in the DCF Mentoring Program.



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Zachary, L. (2000). The Mentor's Guide: Facilitating Effective Learning Relationships. San Francisco, CA: Jossey-Bass.

Training Handouts



Role of the Team Leader for the Mentors

- Work with Mentoring around the mentoring relationship
- · Check in with Mentors Quarterly
- Meet quarterly with Team Leaders for Mentee
- Offer mediation to pairs if necessary

Formal vs. Informal

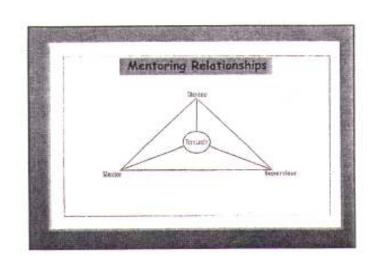
- · Partnerships are specifically arranged
- Partnerships are temporary
- · Focus is learning partnership
- · Pairs may not have "chemistry"
- Partnerships are monitored and supported

Important Things To Remember

- · The job comes first
- Gain supervisory support
- Supervisor to approve schedule.
- Share project and goal activities with supervisor
- No involvement with daily case decisions

Role of the Team Leader for Mentees

- Work with Mentees around the development of the Individualized Mentoring Project and receive final plan
- · Monitor the goals and activities
- · Check in monthly
- · Attend quarterly meetings
- Receive and review schedules, mentee projects, program goals and activities and mentoring agreement



Mentor Activities

- Exposure to other division
- Exposure to policies and practices
- Observations of meetings
- Training/Learning Opportunities



"The Learning Partnership"

Lais J Zachary - The Mentor's Suide-Facilitating Effective Learning Relationships

"It's about tending properly which helps to maintain focus on your learning goals."

Structured Mentoring Process

- Planning for Mentoring
- Developing Mentee/Maintaining Momentum
- Building Relationship/Negotiating Agreement
- Ending Formal Relationship

Principles of Adult Learning

- Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning
- The role of the mentor/facilitator is to create and maintain a supportive climate that promotes conditions necessary for the learning to take place
- Adult learners have a need to be self-directed
- Readiness for learning increases when there is a specific need to know

Appropriate Boundaries

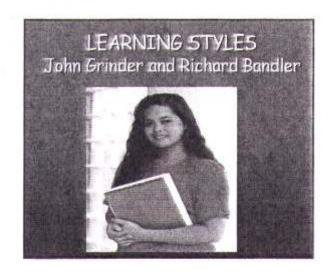
- Self-Disclosure
- Mentor vs. Supervisor
- Avoid promising promotional opportunities
- Always be honest



Principles of Adult Learners

(continued)

- Adult learners have an inherent need for immediacy of application
- Life's reservoir of experience is a primary learning resource; the life experiences of others enrich the learning process
- Adults respond best to learning when they are internally motivated to learn.



What Mentoring Is

A relationship in which a more experienced, caring person (the mentor) assists their mentee in

- Gaining a greater understanding his/her capabilities, potential, strengths and needs (wisdom)
- Helping to set attainable personal and professional goal
- Indentifying workable strategies for reaching their goals

LEARNING STYLES Handout

What Mentoring is Not

- · Mentoring is not Supervision
 - a) Supervisor manage and evaluate
 - Supervisors focus on productivity and results
- Mentoring is not Counseling
 - a) Counselors support and find solutions
 - b) Counselors focus on personal problems and crises

General Guidelines

- Pace the learning
- Time the developmental interventions
- Work towards collaborative learning
- · Keep the focus on learning
- · Build the relationship first
- · Structure the process

What Mentoring is Not (continued)

- Mentoring is not Coaching
 - a) Coaches teach and motivate
 - b) Coaches focus on skill acquisition

Critical Boundary Issues

- · Frequency and Leigth of Meetings
- Types of Activities
- · Phone and I -mail Contact
- Involvement in Work and Personal Life

Information/Advice

- Tratical Behaviors
 - a) Asl, about the presem-
 - b) Ask about background
 - c) Asl, situat plans
 - d) Restate (make sure you've got it right)
 - e) Relate your experience to the situation
 - f) Lucourage potential for growth

The Six Mentoring Dimensions

- 1. Relationship/Trus;
- 2. Information/Advice
- 3. Ign/litation/Afternatives
- 4 Confrontation/Challenge
- 5. Role Wodel/Metivation
- 6. Menter Vision/Initiative

Facilitation/Alternatives

- United Behaviors
 - to Asl, hypothelical questions
 - b) Uncovergissamplions
 - c) Provide afternative perspectives
 - d) Analyze reasons for actions

Relationship/Trust

- Critical Behaviors
 - a) Ask
 - b) Liqui
- c) Observe
- d) Share
- e) Reflect
- f) Accept

Confrontation/Challenge

- Critical Behaviors
 - a) respect for decisions and actions
 - b) Adamyledge difficulty of criticism
 - c) Ask about inconsistencies/
 - diac epancies
 - d) Ask about improductive strategies
 - e) Listen carefully for response
 - f) Uncourage potential for growth

Role Model/Motivation

- Critical Behaviors
 - a) Offer your own aboughts fideas
 - b) Relate personal life experiences
 - c) Present a positive view of risk
 - d) Express confident view of abilities

"Don'ts"

- Be judgmental
 Move to quickly into a friendship
 Interpretation of the property of t you may demonstrate them)
- Cross over important boundaries (especially supervisory)
- Get talked into things you know are against Dept policies and procedures
- · Automatically give feedback

Mentee Vision/Initiative

- Critical Behaviors
 - a) Reflect on future plans
 - b) Ask about changes needed
 - c) Review choices/options
 - d) Express confidence and encourage

Other Responsibilities

- · Mentoring Project and goal activities
- · Keep Session Records
- Mentoring Training Topics
- Mentee/Mentor Agreement
- · Have a minimum of 2 contacts per month. One contact must be in person
- · Attend all scheduled meetings

"Do'5"



- Respect mentee's values and lifestyles
- · Strive for mutual respect and honesty
- · Be honest about your needs and limits
- Make only positive or neutral comment about your mentee to others
- · Assume the relationship is strictly professional

Handout: My Mentoring Relationships

Directions: Think of two people who made a difference in your life by what they gave or did for you. Write a few words in each column, and be specific. For example, did he/she teach you something; give you new opportunities?

How did he/she benefit from the relationship? For example, did he/she feel satisfaction or learn from you?

How We Began	What Mentor Gave	What Mentor Received
Person #1		
Person #2		

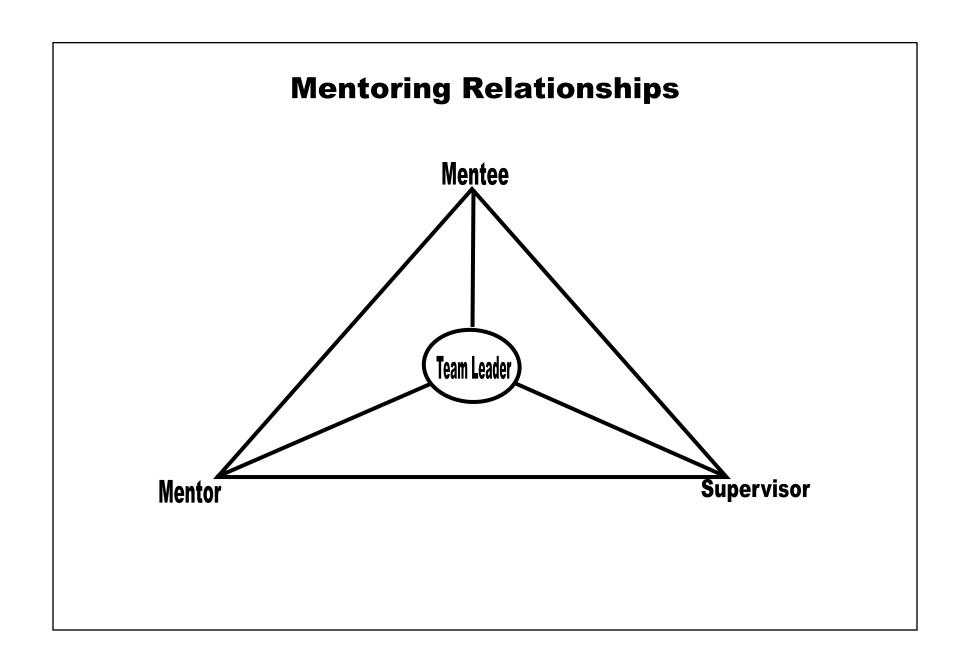
STRUCTURED MENTORING PROCESS

1. PLANNING FOR MENTORING.

2. BUILDING RELATIONSHIP/NEGOTIATING AGREEMENT.

3. DEVELOPING MENTEE.MAINTAINING MOMENTUM.

4. ENDING FORMAL RELATIONSHIP.



Principles of Adult Learning

- ✓ Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
- ✓ The role of the mentor/facilitator is to create and maintain a supportive climate that promotes conditions necessary for learning to take place.
- ✓ Adult learners have a need to be self-directing.
- ✓ Readiness for learning increases when there is a specific need to know.
- ✓ Life's reservoir of experience is a primary learning resource; the life experiences of others enrich the learning process.
- ✓ Adult learners have an inherent need for immediacy of application.
- ✓ Adults respond best to learning when they are internally motivated to learn.

Elements in the Learner-Centered Mentoring Paradigm

Mentoring Element	Changing Paradigm	Adult Learning Principles
Mentee role	From: Passive receiver To: Active partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
Mentor role	From: Authority To: Facilitator	The role of the mentor is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning Process	From: Mentor directed and responsible for mentee's learning. To: Self-directed and mentee responsible for own learning.	Adult learners have a need to be self-directing.
Length of relationship	From: Indefinite To: Specific time period (one year)	Readiness for learning increases when there is a specific need to know.
Mentoring relationship	From: One life = One mentor To: Creating multiple exposure opportunities through the mentoring relationship.	Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process.
Setting	From: Face to Face only To: Multiple and varied venues and opportunities with at least monthly face to face contact.	Adult learners have an inherent need for immediacy of application.

Learning Styles

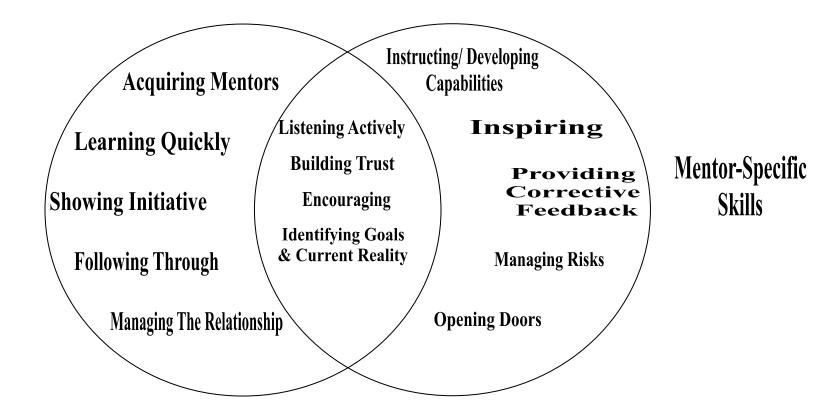
This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as see, picture, and imagine?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Do you read the directions out loud or have someone read them to you?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

THE MENTORING SKILLS MODEL

SHARED CORE SKILLS

Mentee-Specific Skills



Mentoring Vignettes

- 1. Kristin is a social worker and has been accepted into the mentoring program. She is interested in developing her computer skills specifically learning PowerPoint since she aspires to become a trainer for DCF. She wants to learn about being a trainer but doesn't know where to begin. You are her mentor – What core skills would you use to develop the mentoring partnership?
- 2. Ben has offered to be a mentor to Jim. Ben is a Program Supervisor and Jim is a Supervisor. Jim's goal at DCF is to become a Program Supervisor. You are Jim's mentor What core skills do you need to use when you meet with Jim for the first time?
- 3. Maria is a very effective Program Supervisor. She has shown very effective social work, supervisory and management skills. She will be mentoring John who has a reputation for being very critical about the agency. You are Maria How would approach this mentoring partnership? What core skills would you use?
- 4. Harvey is mentoring Grace. Grace is not participating fully in the mentoring relationship. She does not return calls or complete assignments that have been identified in her development plan. She has not followedthrough in maintaining their meeting schedule. How would handle these issues with Grace? What core skills would you use?
- 5. You are the mentor to Derrick. Derrick has a difficult relationship with his supervisor. You feel that the supervisor is being unfair and does not always make correct decisions. How would you approach these issues? What core skills would you use?

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Getting On the "Same Page" ...



Glossary of Definitions & Terms

Mentor (noun, verb)...

- Throughout the ages, the term "mentor" has been used to describe a caring individual who
 forms a relationship with a less experienced person during a time in their life when they are
 facing challenges.
- Most of us have had an informal mentor relationship, whether we are guiding or being guided as social workers.
- At different times, a mentor is a role model, guide, trusted colleague, advocate, sponsor, adviser, developer of skills and intellect, listener, host, coach, challenger, visionary, balancer, friend, sharer facilitator, and resource provider.
- Mentors carry the responsibility to consider the psychological dimensions of the relationship (e.g. accepting, confirming, counseling and protecting).
- Mentors are models of effective practice and of a very visible desire to confinue to grow professionally, every day, and throughout the career.

Protégé or Mentee

The role that an employee assumes when working with a mentor. The role requires and assumes a willingness to actively work with and to learn from the experience and wisdom of the mentor.

8/22/07 Developed by Peter Dahlin, MS

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MALDI Mentor Training: The Art of Mentoring: Skills for Developing Tomorrow's Leaders

Guide or Buddy

The support provider who is assigned to a new employee/protégé who has recent prior experience in the work assignment or new roles they have assumed or will assume. Specifically, such a person is deemed to have sufficient similar experience as to not need the more intensive support of a mentor.

The Mentoring Relationship

The developmental relationship of a mentor and protégé is characterized by confidentially, trust, caring, and mutual support, and challenge for growth. The mentoring relationship creates the necessary context of safety and confidence for the mentor and protégé to take the risks of trying new work strategies and of learning in front of each other. This context is necessary for accelerated professional growth.

Mentoring Partners

While the mentor and protégé might easily be described as "partners", using the term for them is confusing because the same term applies to other entities as well. The organizational stakeholders, agencies and institutions (e.g. NRC) which collaborate to implement an effective continuum of professional development for people spanning from pre-service education degree-granting institutions, internships, across the induction years, and throughout the professional career.

Coaching-Mentoring-Counseling-Supervising

"Mentor is biased in your favor. Coach is an impartial focus on improvement in behavior. Supervisor is the educator."
"A mentor is a guide, there when you want them. A coach helps you better get from point A to B. A supervisor menages."

*Coaching works best when the need is the acquisition of skills. It is best carried out by a one-to-one trainer who sees the person's work and can give immediate feedback and guidance, or by a colleague in the same function. Coaching → job-focused.



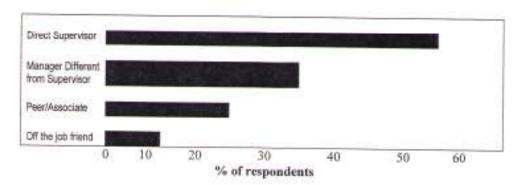
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* Mentoring works best when the need is the acquisition of wisdom. In this context, wisdom means the ability to relate what has been learned through the mentor's experience to a wide variety of situations, and to achieve insight and understanding into the issues identified. It is best carried out by someone who is able to maintain a broad perspective and to be objective. Mentor → person- & relationship-focused

Chart 1: Who was your most effective mentor?



http://www.coachingandmentoring.com/mentsurvey.htm

- * Counseling works best when the individual faces a personal crisis, an important decision, or a difficult dilemma. It is important in counseling (and to a large extent, also with mentoring) that the helper is able to recognize when the subject at hand needs the boundaries. Counseling → individually-focused
- *Supervising is managing another person's workload and productivity within an organizational structure. Supervisor → results-focused



8/22/07 Developed by Peter Dahlin, MS

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To: Mentees and Mentors

From: The Mentoring Committee

MENTORING PROJECT GOALS and ACTIVITIES

There are four main program goals for the 2008 Mentor Program. These include

- · To Increase Organizational Commitment
- To Build Leadership Capacity
- To Increase Retention via advocating, building supporting and impacting areas of iob satisfaction
- · To Navigate and Negotiate within DCF and the Community

We are asking that you choose at least two of these goals to guide your activities as a mentee. You may choose to do more than two of these goals and or create additional goals that pertain to you.

Attached you will find each goal listed individually. Underneath each goal are potential activities that would fulfill the goal requirement. You have the option of developing your own activities that would fulfill the goal. Whether you choose the listed goals or develop your own, we are asking that you choose at least two activities per each goal you choose. Write the activity in the spaces provided and submit to your team leader no later than 2/28/08. We realize this will be a working document and your interests will change. As changes are made you should update your team leader and immediate supervisor.

MENTORING PROJECT

The 2008 Mentoring cohort is strongly urged to complete a project during the course of the year. At the completion of the project, mentees will be asked to submit a one-two page report on the outcome and results of the project. The focus of the project should revolve around an interest the mentee has as it relates to benefiting the world of Child Welfare.

Attached you will find a list of projects that have been completed by individuals in prior mentoring cohorts.

Please keep in mind that the projects can and should be scaled to one's ability, as one determines. The mentoring committee suggests that you work closely with your mentor determines. The mentoring committee suggests that you work closely with your mentor to develop and accomplish the project. Mentees should take time to formalize and arrange their ideas and submit a one page project proposal to their team leader no later then 2/28/08.

If you should have any questions, please feel free to contact your team leader

GOAL ACTIVITY FORM

GOAL #1:

To increase Organizational Commitment via enhanced understanding of the agency mission.

Applicable activities include but are not limited to the following

- o Tours of DCF facilities
- o Exposure to policy development
- o Exposure to program development
- o Attend Area Office Management Team meetings
- Exposure to program development
- Shadowing Executive Staff (PD and above if possible)
- Meet with the QIPS in the area office on outcome performance strategies
- O Assist in prep for SWS and PS exam
- o CO train Mandated Reporter training

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GOAL ACTIVITY FORM

GOAL #2:

To Build Leadership Capacity via opportunities to collaborate, inspire, problem solve, communicate using various approaches, shared roles, exhibit good judgment implementation or presentation.

Applicable activities include but are not limited to the following:

- o Attend Senior Management meeting lead by Commissioners
- o Attend area office Permanency Planning meeting
- 0
- o Meet with Legislative liaison
- o Meet with EEO and Ombudsman office
- Meet with fiscal budgets/contracts committee
- o Attend R and R Advisory Board and subcommittee meeting
- Attend area office MSS meeting
- o Attend cultural diversity training
- o Expand internship programs via relationship with professional schools
- o Attend ASO clinical rounds/meetings
- o Attend supervisory training

Activities I will focus on include:				
				
¥				

GOAL ACTIVITY FORM

GOAL #3:

To Increase Retention via advocating, building, supporting and impacting areas of job satisfaction.

Applicable Activities include but are not limited to the following:

- o Create/deliver Brown Bag Luncheon Symposia information session
- Work with undergraduate social work programs to enhance child welfare curriculum
- Expand internship programs via developing relationship with professional school
- Attend informational meetings with various divisions in order to learn about the purpose and function
- o Prepare for and take exams that are of interest for career mobility
- o Attend area office management team meetings

tivities I will focus		

GOAL ACTIVITY FORM

GOAL #4:

To enhance participants' ability to Navigate and Negotiate within DCF and the larger community.

Applicable Activities include but are not limited to the following:

- o Participate in Governor's task force
- o Develop a brochure for caregivers
- o Create teams reflecting the community's particular interest and needs
- Attend community meetings (child protection team, mandated reporter training with police dept, etc.)
- o Attend area office Management team meetings
- o Attend citizen Review Panel
- o Participate in new initiatives as indentified by mentor
- o Participate in a Request for Proposal meeting
- o Read articles related to other child welfare systems and discuss with mentor
- o Tour Department of Corrections facilities

Activities I will focus on include:				
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MENTORING PROJECT

On one page or less please describe the project that you are interested in working on with your mentor. A copy of the proposal should be sent to your team leader no later than April 16, 2008. As you begin to plan, analyze and develop your project using the DCF Mentoring Project Form to document your steps. Please keep the following items in mind when considering the project:

- The project should be of interest to the mentee.
- It should benefit the field of Child Welfare, either directly impacting the mentee's unit or office, or the mentor's workgroup, office or division.
- The project should be manageable. Only take on what you think you can handle and complete in a timely manner.
- All projects should be completed by the end of the program year.

DCF MENTORING PROGRAM

MENTORING PROJECT FORM

DETERMINE THE PROBLEM AND PLAN OF ACTION

Who is affected?
• Who or what is suspected of causing the problem?
• What kind of problem is it (e.g. problem with goals, skills, resources, time, etc.)?
What is the goal for improvement?
• What do you propose to do about it?

REVIEW DATA

• What data is available to further clarify your proposed problem and potential improvement strategy?
 How can this data be useful in helping you to frame your question(s), plan the strategy for improvement, evaluate the strategy and then interpret evaluation findings?
• To what extent does the data include multiple perspectives?

PILOT STRATEGY

• What new strategy or approach will you try based on what you've learned in your review of the data?
How are you planning to change the situation or find out more about it?
• What is an appropriate timeline for what you are trying to accomplish?

EVALUATE STRATEGY

• What are the key questions that need to be answered about your strategy?
What data will need to be collected?
How will you ensure that you have multiple perspectives?
• What resources exist and what information from others might be useful in helping you to frame your question, deciding on types of data to collect, or to help you in interpreting your findings?
 Who else do you need to talk or negotiate with in order to carry out this work? Are there any ethical or confidentiality considerations about the data to be gathered or about who will have access to it? Are permissions needed?
• What is the plan for data analysis?

ANALYZE DATA

What can you learn from this data?	
 What meaning do these patterns, insights and new understandings have for your practice, the family you serve and your fellow colleagues? 	ilies
• What important descriptions need to be included (e.g. demographics, settings, and time frames)?	
• What are the important comparisons?	

SHARE FINDINGS

• What findings will you share with the mentoring program?
• What are some other potential audiences who might be interested in your findings?
What specific report formats might be most appropriate for particular audiences?

2008 DCF MENTORING PROGRAM DATES TO REMEMBER

Goal activity forms are due no later than February 28, 2008

Mentoring project proposal due no later than April 16, 2008

Schedule of meeting dates between mentor and mentee must be approved by the immediate supervisor of the mentee. This information should be sent to the Team Leader no later than February 28, 2008.

1st Quarterly Meeting April 16, 2008 from 9 – 12 at the Training Academy

2nd Quarterly Meeting June 25, 2008 from 9 – 12 at the Training Academy

3rd Quarterly Meeting September 18th, 2008 from 9 -12 at the Training Academy

End of year Closing Ceremony in December - date to be announced

Department of Children and Families Mentor/Mentee Agreement

We have been fully informed about the DCF Mentor Program and agree to abide by all the established policies, procedures and responsibilities that govern it.

We agree to comply with the following Basic Program Guidelines:

- Mentors and mentees will sign a Mentoring Agreement/Contract that will define both individual and mentor/mentee partnership goals and objectives as well as program expectations.
- A key expectation is pro-active planning and participation;

Within first quarter of the program, mentors/mentees must establish a monthly meeting schedule for the year that is approved by the Mentee's immediate supervisor and submitted to the Team Leader.

Two mentoring interactions per month are required, with least one meeting per month in person.

Participants must attend special half-day quarterly training meetings scheduled on the following dates: April 16, 2008, June 25, 2008 and September 18, 2008.

- A mentor or mentee may leave the relationship on a no-fault basis for any reason or no reason at any time. Efforts will be made to ensure a proper closure and/or to secure a new match for continued participation in the program.
- Mentors and Mentees agree to be available to participate in ongoing evaluations of the program.
- The formal mentoring relationship is for a one-year period beginning January 24, 2008 and commencing December 4, 2008.

Signature Mentor	Signature Mentee
Date	Date

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Mentoring Session Record

Mentor	Date
Mentee	
	Topics covered at Present Session
Present Issues:	
Current Actions:	
Future Agendas:	
Other Subjects:	
	Topics for Later Reference



Connecticut Department of Children and Families

Mentoring Program

Training Guide for Mentees



Part One: Introduction to Formal Mentoring

Activity One: Introductions and Expectations



30 minutes



Flip chart and markers

Handout: My Mentoring Relationships Handout: Mentoring Relationships Handout: Structured Mentoring Process

Activity Description:

- Welcome mentees to the training. Introduce yourself and your cofacilitator by providing some relevant background information and sharing your professional experience related to mentoring.
- 2. Ask mentees to introduce themselves by stating their name, title, and how long they have been with DCF. Ask participants to share two expectations they have for this mentoring experience. Facilitator records expectations on the flip chart. State that during this experience both mentors/mentees will be supported by team leaders and asked to attend quarterly meetings to ensure a positive experience.
- 3. State that for both mentors/mentees it is important to think back on our own experiences and how we have been mentored. Ask participants to refer to their Handout: My Mentoring Relationships and ask them to complete the worksheet. Give participants five minutes and divide participants into pairs and have them share their experiences. As a large group ask for themes that arose in their discussions as to what the mentor gave and what was received. Record themes on the flip chart. State that throughout our life we will have many mentors. DCF has created a formal mentoring program to provide supports and opportunities to both mentors/mentees.
- 4. State that formal mentoring differs from our informal experiences in that:
 - Partnerships are specifically arranged Think back to your application process. State that the mentoring committee has been



meeting over the last year to enhance this process and create the matches.

- The partnerships are temporary partnerships are to last one year. Within the first quarter of the program, you and your mentor will establish an annual meeting schedule that is approved by your supervisor and the team leader. The program expectation is that there are to be TWO interactions per month with at least one face-to-face meeting.
- The focus is on the learning partnership the focus of the partnership is on the mentee's goals and professional development. Mentoring is a learning partnership and throughout the experience mentors also learn and gain from the experience. Together, pairs will complete goal activity forms and project forms (if applicable) that will help guide the mentoring activities.
- Pairs may or may not have "chemistry" Unlike relationships that develop over time, these are formed for specific purposes. Consequently, a pair may not feel much chemistry at first. Research indicates that chemistry is nice to have but not necessary in formal mentoring. What is required is expertise on the part of the mentor, mutual respect, and a genuine willingness to share. In many formal relationships, friendship and chemistry eventually occur.

However, a mentor or mentee may leave the relationship on a nofault basis for any reason or no reason at any time.

Partnerships are monitored and supported - Distribute
 Handout: Mentoring Relationships and state that during the year
 both mentors and mentees will be assigned to team leaders whom
 you will meet today.

The role of the team leader is to:

- Troubleshoot issues that arise between the mentoring triad
- Check in with mentees monthly and mentors quarterly
- Receive and review all completed schedules and written plans
- Be present at quarterly meetings

It is also important to acknowledge the supportive role your supervisor plays in the mentoring partnership. They know that you have applied to the program. In order to create a smooth



mentoring partnership the following are some things to remember:

- Your job comes first example: we had a mentee who had an emergency placement and decided to keep her/his mentoring appointment. Your job comes first and your mentor will be flexible in re-scheduling the meeting if there is an emergency.
- Your supervisor plays a supportive role, encouraging the mentoring relationship.
- Scheduled meetings set between you and your mentor must be approved by your supervisor.
- The activity and project forms must be shared with your supervisor.
- Your goals should focus on career development, exposure and skill development. Special Note - any direct client contact between mentor and mentee must be discussed with the supervisor respecting issues of confidentiality and DCF policy.
- Your mentor will not become involved with daily case decision-making.
- 5. State that in formal programs there is a structured mentoring process. Distribute **Handout**: <u>Structured Mentoring Process</u>. Review the four steps:

Planning for Mentoring

This is like what we are doing today. Discussing things about ourselves and our previous experiences.

Building Relationship/Negotiating Agreement

Today you will connect with your mentor. The initial focus is on getting to know one another, exploring your experiences, talking about other helping relationships you have experienced and building trust. This is a formal professional relationship and it is important to think about strategically sharing your experiences. Do not move immediately to your goals and objectives and other forms; take the time to build the mentoring partnership. By the end of the first month you should have a jointly agreed upon goal activity and project (if applicable) plan ready to share with your supervisor and team leader. Develop a schedule for meetings and exchange e-mail and phone information today. Try to schedule your first meeting close to this training to begin partnership building.



Developing Mentee/Maintaining Momentum

This is the heart of the mentoring experience. It is important to choose two goals to focus on and complete all forms.

Ask mentees what are some ways that they can maintain momentum in the mentoring partnership?

Ending Formal Relationship

It is important to have formal endings to create closure. It is always important to check in with your mentor. As the relationship time frame draws to a close, around the ninth month, it is important to review where we are towards accomplishing the goals, what else we need to do?

It is critical to examine the accomplishments and review what the relationship has meant to both of you.

Additionally, DCF holds a formal mentoring closing celebration.

6. State that mentoring is also about creating a "learning partnership". According to Lois J. Zachary in the *The Mentor's Guide - Facilitating Effective Learning Relationships*, mentoring is about "tending properly" which helps to maintain the focus on your learning goals yet it is one of the biggest challenges in the work. When learning is not tended to, the mentoring process is reduced to a transaction, the integrity of the learning is compromised, and the relationship is undermined.

State that we are now going to focus our attention on creating learning partnerships. When we talk about learning partnerships we mean that the learner - "the mentee" plays a more active role in the learning than in the former mentor-driven paradigm. Your mentor's role has been replaced from the "sage on the stage" to the "guide on the side". The mentor role is that of a facilitator of knowledge, skills and abilities. However, as a mentee you may be asked for your perspective on policy and practice. It is important to provide honest feedback to your mentor. Mentees have a unique opportunity to influence their mentor and impact services to children and families in the department. You will learn to share responsibility for the learning by partnering in the development of the plan - setting goals, objectives and activities.

We are now going to discuss what creates optimal learning experiences.



Part Two: Promoting Learning Partnerships

Activity One: Principles of Adult Learning



30 minutes



Flip chart and markers

Handout: Principles of Adult Learning

Handout: Elements in the Learner-Centered Mentoring Paradigm

Index cards

Activity Description:

1. State that it is important for you to think about experiences that promote optimal learning. It also is important to review the principles of adult learning and how they translate into the mentoring paradigm.

- 2. Lead the group in a guided imagery exercise. Instruct the participants to sit comfortably, uncrossing arms and legs so that their energy can flow smoothly. Have the participants close their eyes or gently put their heads down, protected from any distractions. Guide participants to become more aware of their breathing, encouraging them to breathe slower, deeper and steadier. Ask participants to think back to the most positive learning experience that they had in either an educational or work setting. Hold onto the first or strongest memory that comes to mind. Tell participants that you want them to think about all the elements that contributed to this optimal learning experience.
- 3. Read the following to participants:

Recall the learning environment, what was the climate like for learning to be optimal?

Where were you?

Who was there?

What did the room or setting look like?

What about your educator/facilitator made this a positive experience? What style of teaching did the educator/facilitator use? What was the person's tone of voice/manner of teaching? Can you remember what the person's philosophy of education was? How involved were you allowed to be in your own learning?



Also try to remember your thoughts and feelings during this learning experience.

Do you remember the type of knowledge and skills being taught during this learning experience?

- 4. Encourage the participants to keep as much of this memory as possible alive with them as we slowly enter back to this time and place. Instruct the group to once again become aware of their breathing.
- 5. Divide participants into dyads and have them share their memories. Distribute index cards and have participants write down, three essential ingredients that qualify their memories of optimal learning. The lead in for each statement should be: **People learn best**...
- 6. Record participants' responses on the flip chart. Distribute the **Handout**: <u>Principles of Adult Learning</u>. Compare the created list of optimal learning factors with the Handout: Principles of Adult Learning. Include the following in the discussion:
 - Adults bring life experience to the learning situation: It is important as mentees to connect past life/work experiences to the learning.
 - People learn by doing. It is important to remember the old proverb; "I hear and I forget, I see and I remember, I do and I understand." As mentors it is important to remember this framework for learning; tell, show, and do.
- 7. Distribute **Handout**: <u>Elements in the Learner-Centered Mentoring</u> <u>Paradigm</u> and review with mentees how adult learning principles influence the mentoring partnership.
- 8. Summarize the discussion on adult learning by asking why these principles would be important for mentees in developing their learning partnership?
- 9. State that an important element in facilitating mentoring learning partnerships is being knowledgeable about your own learning style. Learning styles have major implications for facilitating the learning partnership. It will also help the mentee in creating their development plan by asking for the kinds of experiences that will promote their learning.



Activity Two: Understanding Learning Styles



20 minutes



Flip chart and markers Handout: Learning Styles

Activity Description:

- 1. Distribute **Handout**: <u>Learning Styles</u>. State it is important for us to understand how we like to learn. Ask the participants to read the word in the left column of the chart and then answer the questions in the successive three columns to see how they respond to each situation by circling the statement. Their answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.
- 2. State that understanding how you learn is important in developing the mentoring partnership. Good communication is the key to any successful relationship. The communication process begins when we receive information from the world around us. We process the information internally and select words to best describe what we have processed. The field of study that describes the relationship between a person's thinking and his/her external communication is called Neurolinguistic Programming or NLP." Ask the group if anyone is familiar with these concepts?
- 3. State that NLP was initiated by John Grinder, a linguist, and Richard Bandler, a psychologist, in the early 1970's. NLP is based on the idea that we experience the world through our senses. We use language to describe what we have experienced. Although we receive information through all five senses, we develop sensory preferences, which impact our preferences for different learning modalities. Most people prefer to receive information either visually, auditory, or kinesthetically.
- 5. Ask the group how many people had the highest number in the visual column? auditory column? kinesthetic column? By having the participants raise their hands for each of the three styles this gives participants an idea of the variety of learning styles in the room. Indicate to participants that there is no right answer. Ask participants if they had something in each column and state that we take in information through



our senses and process with each modality, however we may have a preferred mode. You may want to share your learning style with the group.

State that even though we may have a predominant learning style, it is important to develop a level of comfort with all three styles. As mentees, we need to be proactive as well as take "learning risks" as the learning partnership develops.

- 6. State that our preferred modalities translate into a preference for specific learning methods or techniques. Ask the group to identify learning experiences that appeal to visual learners. Record them on the flip chart. Reinforce the discussion with the following; written materials, videos, etc.
- 7. Ask the group to identify learning experiences that might appeal to the auditory learner and record them on the flip chart. Reinforce the discussion with the following; attending meetings, discussions with mentors, etc.
- 8. Ask the group to identify learning experiences that might appeal to the kinesthetic learner and record them on the flip chart. Reinforce the discussion with the following; role-plays, hands on activity, simulations, etc.
- 9. State now that we have more information about our learning style and activities that promote learning, the following are some general guidelines that relate to most learning styles (Zachary, 2000):
 - Pace the learning.
 - Time the developmental intervention: Mentors need to understand where their mentees are developmentally. They cannot assume readiness. That is why partnership preparation is so important. Without establishing an open and candid relationship, it is easy to make erroneous assumptions.
 - Work toward collaborative learning.
 - Keep the focus on learning: Mentoring as we said earlier is not a chemistry contest. The partners should not get hung up on personality issues. Stick to the main attraction - that of learning.
 - Build the relationship first: Learning will follow. Too often both mentors and mentees do not make the time to create the appropriate climate for learning.
 - Structure the process: Sharing responsibility for structuring the learning relationship improves the quality of the interaction.



10. State that now that we have explored the importance of learning styles in promoting the mentoring learning partnership, we are now going to focus on the skills for successful mentoring.



Activity Three: Skills for Successful Mentoring Partnerships



30 minutes



Flip chart and markers

Handout: The Mentoring Skills Model Blindfolds for each set of dyads

Lego sets for each group

Optional: three koosh balls or three soft objects

Activity Description:

- 1. Ask the group to think about some of the skills both mentors/mentees need for a successful mentoring partnership. Record their responses on the flip chart. Try to have participants describe why they think the skill is important to the partnership.
- 2. State that there is a researched model of mentoring skills in *The Mentee's Guide: How to Have a Successful Relationship with a Mentor* by Linda Phillips-Jones, Ph.D. There are four core shared skills. The four core skills are:
 - Listening actively
 - Building trust
 - Encouraging
 - Identifying goals and current reality

Distribute the **Handout:** The Mentoring Skills Model.

State the there are a set of mentee-specific skills identified in the mentoring skills model which are:

- Acquiring Mentors
- Learning Quickly
- Showing Initiative
 - Ask appropriate questions to clarify and get additional information.
 - If you need support don't wait until things get out of control contact your Team Leader.
- Following Through
 - Keep all agreements made with your mentor.
- Managing the Relationship



- Be actively involved in the mentoring partnership.
- 2. State that Linda Phillips-Jones, Ph.D. also looked at some guidelines that contribute to successful mentoring partnerships. Review the following suggested "Dos" with mentees:
 - Take time to develop your goals.
 - Be considerate of your mentor's time.
 - Promptly return emails and phone calls.
 - Be on time for your meetings.
 - Listen to your mentor attentively. Even though information may not seem relevant today store it for future use.
 - Seriously consider all the advice you receive.
 - Show your mentor that you have used their help to make choices.
 - Show appreciation for the assistance your mentor has given you by saying thank you, writing a note, sharing your praise with others.
 - Assume the relationship is strictly professional. It may be helpful
 to share personal information in the context of developing a
 professional plan with your mentor.
 - Make only positive or neutral comments about your mentor to others. If you disagree with your mentor's behaviors or values, share your perceptions with him/her. If the situation continues contact your Team Leader immediately.
 - The formal mentoring partnership is a year commitment but continuing the relationship on your own time is encouraged if agreed upon by both parties.
- 3. Divide participants into small groups and assign each group a core skill. Ask them to list the attributes/behaviors of that skill as it applies to the mentoring relationship. Distribute flip chart paper and markers for groups to record their discussion points.

Facilitator should use the following for each core skill:

Listen actively: display genuine interest, avoid interrupting mentors/mentees when they are talking, use information gained through past conversations, and always summarize the key elements of the interaction.

Building trust: respect the confidentiality of the partnership, respect the program time agreement, be honest, don't promise things that you cannot deliver, respect the boundaries of the mentoring relationship, admit mistakes.



Encouraging: compliment your partners accomplishments and actions, focus on positive attributes, sincere praise, express thanks and appreciation, let them know how you are using the help they have given you.

Identifying Goals and Current Reality: know what is important to you, have a good sense of your strengths and areas of challenge, set one to five year goals to reach in your career.

4. State that we are now going to simulate an interaction between a mentor and mentee which highlight our discussions on adult learning, learning styles and core mentoring skills. The mentoring partnership is about developing a relationship and getting commitment to the mentoring process.

State that in this simulation one person is the mentor and the other is the mentee.

Optional Dividing Game: Ask participants to line up by birth month and day from January to December without talking. When the line up is finished, ask them to call out their birthdays to see how accurate they were in completing the task. Then create dyads from the line up.

With their partner, ask them to decide on their respective roles of mentor and mentee. Instruct the group to put all their training materials in one place on the table as they are going to need a clear workspace for this simulation. Ask the pairs to introduce themselves to each other and share a little bit about themselves and how they like to learn.

5. Ask all the mentees to raise their hands and state that since they are new mentees they will be blindfolded to represent their status.

Distribute the blindfolds to all participants playing the mentee role. Give the following instructions for this simulation, facilitator should write instructions on the flip chart; during the simulation how did your mentor pay attention to your learning style and utilize the four core skills. Then ask the mentees to put their blindfolds on.

6. Distribute sets of Legos to mentors and state that they are going to help their mentee build one of pictures in the set. They receive the following instructions for this simulation; how did you use the four core skills to create a learning environment to begin to build your relationship with the mentee? How did you use the principles of adult learning and learning styles during this simulation?

- 7. The dyads are given ten minutes to complete the task. Once each dyad has completed the simulation they can remove their blindfold and begin to talk about the experience with their partner. If time permits the group can walk around the room to see the various structures that were built.
- 8. Debrief the simulation by asking the mentees to describe their experience during the simulation. Record their responses on the flip chart. Indicate trainer observations during the activity; tone of voice of the mentors, level of verbal support, attention to visual, auditory, and kinesthetic language, etc.
 - Ask the mentors how they designed the learning environment and record their responses on the flip chart. Indicate trainer observations; separation of the colors on the table, handing the mentee the pieces vs. having them find them in an organized manner, building the structure first and then having the worker complete the task, did they ask the mentee their preferred modality of receiving information, etc.
- 9. Summarize this activity by stating the importance of being intentional in the mentoring partnership. Now we are going to focus on the specifics of developing mentoring plans and keeping mentoring logs. You will then complete the part of the mentor/mentee agreement as you prepare to meet our mentor.

Optional Activity: Group Juggling

Purpose: To illustrate the need to focus on the mentoring partnership and how easy it is to get distracted.

Directions: Get the group into a circle. Make sure everyone knows everyone else's name. Tell the group they have only to remember two people - the person they throw to and the person who throws it to them. We are creating a pattern that we will use throughout this activity. Have each person raise one hand to indicate that they are available to catch an item. Start off by tossing an object (balls, bean bags, soft toys) across the circle to someone. Have that person toss the object to someone with his/her hand raised. Each time the object is thrown, the thrower has to call out the name of the catcher. When everyone in the group has caught the object, repeat the pattern. Add up to three objects and pick up the speed to make it interesting.

Debrief:

In the mentoring partnership, what do you have to do to keep your focus? What are some things that you can do to avoid all the distractions? What contributed to you keeping your focus?



Part Three: Developing Plans and Recording Sessions

<u>Activity One: Completing Goal Activity and Project Forms and Recording Sessions</u>



20 minutes



Flip chart and markers

Handouts: Mentoring Project/Goals and Activities, Goal Activity and

Mentoring Project Forms

Handout: Sample Goal Activity Forms Handout: Mentoring Session Record

Activity Description:

- 1. State that jointly creating goal activity and project plans with your mentor is critical to promoting learning and guiding the mentoring partnership. Distribute the Handout: <u>Mentoring Project/Goals and Activities</u>. State that research has revealed that mentees learn and progress more when they have a written plan. During the first month of your partnership it is important to complete the forms and forward to the Team Leader. Distribute the Handout: <u>Sample Goal Activity Form</u> and review with group. State that the development plan is driven by the mentee's individual goals. Advise the group that this is just a sample and that everyone's plans will be different.
- 2. Ask mentees to think about their individual goals and some other activities that their mentors could use to help them achieve their goal. Lead a discussion and record on the flip chart.

Note: Save the list for sharing at quarterly meetings and explain shadowing opportunities.

3. Mentoring interactions are intentional and guided by written plans. It is important to structure the interaction by developing a meeting agenda. State that the mentoring session record acts as a reflective tool to monitor progress. Distribute the Handout: <u>Mentoring Session Record</u> and review with the group. The form is completed after each meeting between the mentee and mentor. State that you may be asked to share these records with the Team Leader.



Activity Two: Getting Ready to Meet Your Mentor



20 minutes



Flip chart and markers

Handout: DCF: Mentor/Mentee Agreement

Handout: Mentoring Training Topics

Activity Description:

1. State that this morning was to give you an overview of the program and on creating a mentoring partnership with a focus on learning. During the mentoring program there will be quarterly meetings to monitor progress and provide training. State that in order to develop training that meets your needs we would like to get input from both of you. Distribute the Handout: Mentoring Training Topics and ask each participant to circle four topics that they would like to receive continued training on. If a topic that is important to you is not on the list add it. Give participants five minutes to circle their choices and collect the handout. State that we will compile the results and that we will try to cover the highest ranked topics during quarterly meetings. Additionally, team leaders can act as resources to provide information at the request of the mentor or mentee.

- 2. Distribute the **Handout**: <u>DCF Mentor/Mentee Agreement</u>. Ask mentees to complete their goals and objectives for the program. State that today when you meet your mentor you will complete the Partnership goals and objectives together. Today you will begin to develop your mentoring partnership by sharing your goals and objectives for the program and sign the mentoring agreement. You will also meet your Team Leaders.
- 3. Thank the group for their participation at the seminar as well as participating in the DCF Mentoring Program.



REFERENCES

Eicher, J., Jones, J. and Bearley, W. (2002). *Neurolinguistic Communication Profile*. King of Prussia, PA; HRDQ.

Phillips-Jones, L. (2003). The Mentee's Guide: How to Have a Successful Relationship with a Mentor. Grass Valley, CA; Coalition of Counseling Centers/The Mentoring Group.

Phillips-Jones, L. (2003). The Mentor's Guide: How To Be The Kind of Mentor You Once Had - Or Wish You'd Had. Grass Valley, CA; Coalition of Counseling Centers/The Mentoring Group.

Zachary, L. (2000). The Mentor's Guide: Facilitating Effective Learning Relationships. San Francisco, CA: Jossey-Bass.

Training Handouts

Welcome 2008 Mentee Group

PRESENTERS
TRACY DAVIS
JANET GONZALEZ
LOUISE MONTEMURRO

Mentoring

 Welcome and Introductions – Name, How long w/DCF and one expectation?

My Mentoring Relationships (Handout)

- Partnerships are specifically arranged
- · The partnerships are temporary
- The focus is on the mentee who receives most of the help
- · Pairs may or may not have "chemistry"
- Partnerships are monitored and supported

WHAT IS MENTORING?

A relationship in which a more experienced, caring person assists their mentee in

- Gaining a greater understanding of his/her capabilities, potential, strengths, and needs
- Helping to set attainable personal and professional goals
- Identifying workable strategies for reaching those goals

What Mentoring is Not

Mentoring is not supervising

- a. Supervisors manage and evaluate
- b. Supervisors foous on productivity and results

Mentoring is not Counseling

- a. Counselors support and find solutions
- b. Counselors foous on Indiv problems and orisis

Mentoring is not Coaching

- a. Coaches teach and motivate
- b Coaches foous on skill and acquisition

ROLE OF THE MENTEE TEAM LEADER

- Work with the mentee around development of individualized mentor projects
- Monitor the goals and activities
- · Check in Monthly
- Receive and review schedules, mentee projects, program goal and activities, and mentoring agreement
- Be available at quarterly meetings

ROLE OF THE MENTOR TEAM LEADER

- · Work with mentors on building relationships
- · Check in quarterly with mentors
- · Meet quarterly with team leaders for mentees
- · Offer mediation to pairs if needed

Things to remember

- · Your job comes first
- · Your supervisor plays a supportive role
- Scheduled mtgs. must be approved by your supervisor
- The mentee project, and goals and activites must be shared with your supervisor
- Direct client contact between mentor/mentee must be discussed with supervisor
- MENTORS WILL NOT BE INVOLVED IN DAY TO DAY CASE DECISIONS

Structured Mentoring Process (Handout)

- · Planning for Mentoring
- Building Relationship/Negotiating Agreement
- Developing Mentee/Maintaining Momentum
- Ending Formal Relationship

Learning Partnership

 Mentoring is about creating a "learning partnership". You will play a more active role than the typical mentor driven paradigm. You must feel empowered to drive this relationship towards your goals!

Principles of Adult Learning

- · Guided Imagery Exercise
- Pairs- Write 3 essential ingredients of optimal learning
- PEOPLE LEARN BEST......

Principles of Adult Learning Handout

- Adults bring life experience to the learning situation: It is important as mentees to connect past life/work experiences to the learning
- People learn by doing: "I hear and I forget, I see and I remember, I do and I understand".

Elements in the Learner-Centered Mentoring Paradigm

- How adult learning principles influence the mentoring partnership
- Why are these principles important for mentees in developing their learning partnership?
- Know your own learning style and that of your mentor.....

Learning Styles Handout

- Read left column of chart and answer the questions in the three successive columns and circle your response
- Neurolinguistic Programing Anyone familiar?

Neurolinguistic Programming NLP

- Initiated by John Grinder, linguist and Richard Bandler, psychologist
- · Experience world through senses

Language used to describe experience

Sensory preference leads to different learning styles

Which One Represents You?

- Visual
- Auditory
- Kinesthetically

General Guidelines

- Pace the learning
- Time the development intervention. Mentors need to know where the mentee is at.
- · Work toward collaborative learning
- · Keep the focus on learning
- · Build the relationship first
- · Structure the process

Suggested "Do's" for Mentees

- · Take time to develop your goals
- · Be considerate of mentors time
- · Promptly return emails/phone calls
- · On time for meetings
- Listen attentively

Suggested "DO'S" continued

- Seriously consider all advice received
- · Show mentor you have used their guidance
- · Show appreciation
- · Assume the relationship is strictly professional
- · Make only positive or neutral comments
- Formally a one year relationship but continuing on your own time is encouraged

THINGS NOT TO DO IN THE PROGRAM

- Buy presents for the mentor
- Feel intimidated by position mentor holds or person themselves
- Don't use mentor as a retaliation mechanism

DON'TS CONTINUED

- Don't engage in case related decisions
- · Use as a therapist or supervisor
- Use as an avenue for promotional opportunity

MENTORING PROJECT

- Project is not mandatory but highly recommended
- Mentee should seek assistance from mentor during development and implementation of the project
- · Project should be chosen based on the mentees interest
- Should be relevant to Child Welfare and be beneficial to the mentees unit, workgroup, office or the mentor
- · Projects are individualized, no right or wrong

MENTORING PROJECT

- · Mentees should only take on what they can handle
- Projects should be completed by Dec 2008
- Prior to the closing ceremony, Mentees will be required to submit the mentoring project form.

Mentoring Session Record handout

 Mentoring interactions are intentional and guided by the mentee project, goals and activities. Structure your interactions by developing a meeting agenda. Mentoring record act as a reflective tool to monitor progress. Logs are completed after each meeting and may be shared with the team leader.

Mentoring Training Topics

 Please circle four you would like to receive continued training on. If a topic is important to you and not on the list, please add it. The results of this survey will drive the training which will occur at our quarterly meetings.

DCF Mentor/Mentee Agreement

 Today you will begin to develop the partnership goals and objectives together with your mentor. This agreement is due to your team leader by February 28, 2008.

PANEL PRESENTATION

GLAISTER GOPIE MARCUS STALLWORTH MELISSA SANSONE QUR-AN WEBB

Handout: My Mentoring Relationships

Directions: Think of two people who made a difference in your life by what they gave or did for you. Write a few words in each column, and be specific. For example, did he/she teach you something; give you new opportunities?

How did he/she benefit from the relationship? For example, did he/she feel satisfaction or learn from you?

How We Began	What Mentor Gave	What Mentor Received
Person #1		
Person #2		

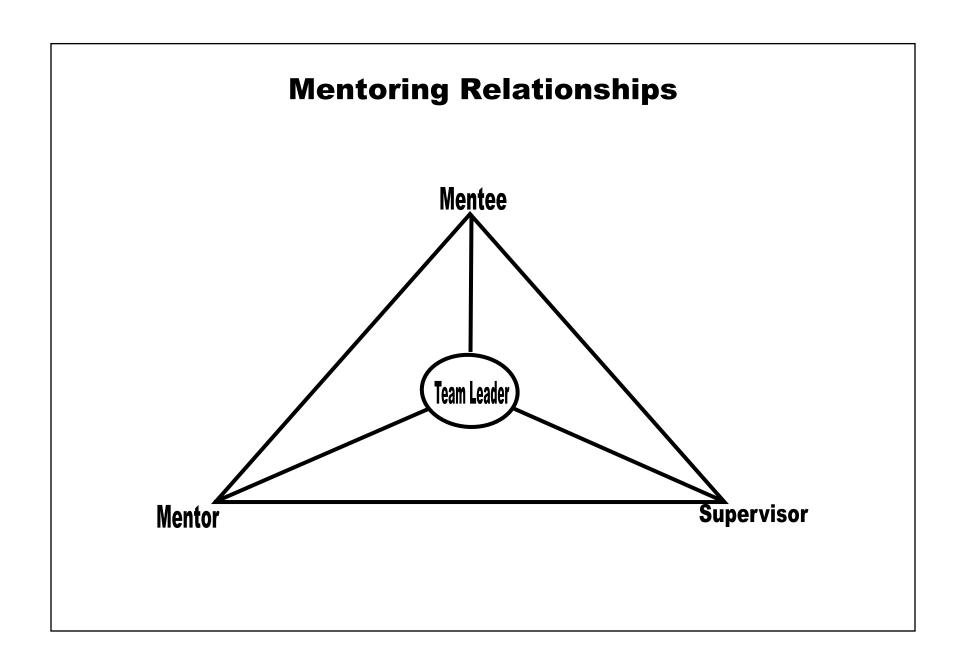
STRUCTURED MENTORING PROCESS

1. PLANNING FOR MENTORING.

2. BUILDING RELATIONSHIP/NEGOTIATING AGREEMENT.

3. DEVELOPING MENTEE.MAINTAINING MOMENTUM.

4. ENDING FORMAL RELATIONSHIP.



Principles of Adult Learning

- ✓ Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
- ✓ The role of the mentor/facilitator is to create and maintain a supportive climate that promotes conditions necessary for learning to take place.
- ✓ Adult learners have a need to be self-directing.
- ✓ Readiness for learning increases when there is a specific need to know.
- ✓ Life's reservoir of experience is a primary learning resource; the life experiences of others enrich the learning process.
- ✓ Adult learners have an inherent need for immediacy of application.
- ✓ Adults respond best to learning when they are internally motivated to learn.

Elements in the Learner-Centered Mentoring Paradigm

Mentoring Element	Changing Paradigm	Adult Learning Principles
Mentee role	From: Passive receiver To: Active partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
Mentor role	From: Authority To: Facilitator	The role of the mentor is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning Process	From: Mentor directed and responsible for mentee's learning. To: Self-directed and mentee responsible for own learning.	Adult learners have a need to be self-directing.
Length of relationship	From: Indefinite To: Specific time period (one year)	Readiness for learning increases when there is a specific need to know.
Mentoring relationship	From: One life = One mentor To: Creating multiple exposure opportunities through the mentoring relationship.	Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process.
Setting	From: Face to Face only To: Multiple and varied venues and opportunities with at least monthly face to face contact.	Adult learners have an inherent need for immediacy of application.

Learning Styles

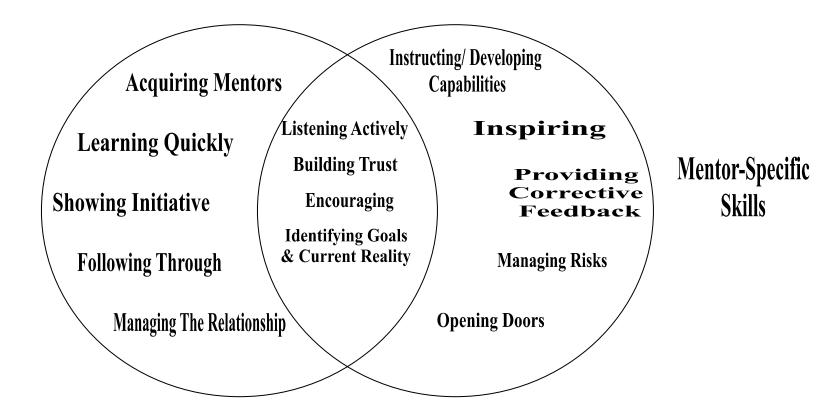
This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as see, picture, and imagine?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Do you read the directions out loud or have someone read them to you?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

THE MENTORING SKILLS MODEL

SHARED CORE SKILLS

Mentee-Specific Skills



© Linda Phillips-Jones, Ph.D.

Mentoring Vignettes

- 1. Kristin is a social worker and has been accepted into the mentoring program. She is interested in developing her computer skills specifically learning PowerPoint since she aspires to become a trainer for DCF. She wants to learn about being a trainer but doesn't know where to begin. You are her mentor What core skills would you use to develop the mentoring partnership?
- 2. Ben has offered to be a mentor to Jim. Ben is a Program Supervisor and Jim is a Supervisor. Jim's goal at DCF is to become a Program Supervisor. You are Jim's mentor What core skills do you need to use when you meet with Jim for the first time?
- 3. Maria is a very effective Program Supervisor. She has shown very effective social work, supervisory and management skills. She will be mentoring John who has a reputation for being very critical about the agency. You are Maria – How would approach this mentoring partnership? What core skills would you use?
- 4. Harvey is mentoring Grace. Grace is not participating fully in the mentoring relationship. She does not return calls or complete assignments that have been identified in her development plan. She has not followedthrough in maintaining their meeting schedule. How would handle these issues with Grace? What core skills would you use?
- 5. You are the mentor to Derrick. Derrick has a difficult relationship with his supervisor. You feel that the supervisor is being unfair and does not always make correct decisions. How would you approach these issues? What core skills would you use?

To: Mentees and Mentors

From: The Mentoring Committee

MENTORING PROJECT GOALS and ACTIVITIES

There are four main program goals for the 2008 Mentor Program. These include

- To Increase Organizational Commitment
- To Build Leadership Capacity
- To Increase Retention via advocating, building supporting and impacting areas of job satisfaction
- To Navigate and Negotiate within DCF and the Community

We are asking that you choose at least two of these goals to guide your activities as a mentee. You may choose to do more than two of these goals and or create additional goals that pertain to you.

Attached you will find each goal listed individually. Underneath each goal are potential activities that would fulfill the goal requirement. You have the option of developing your own activities that would fulfill the goal. Whether you choose the listed goals or develop your own, we are asking that you choose at least two activities per each goal you choose. Write the activity in the spaces provided and submit to your team leader no later than 2/28/08. We realize this will be a working document and your interests will change. As changes are made you should update your team leader and immediate supervisor.

MENTORING PROJECT

The 2008 Mentoring cohort is strongly urged to complete a project during the course of the year. At the completion of the project, mentees will be asked to submit a one-two page report on the outcome and results of the project. The focus of the project should revolve around an interest the mentee has as it relates to benefiting the world of Child Welfare.

Attached you will find a list of projects that have been completed by individuals in prior mentoring cohorts.

Please keep in mind that the projects can and should be scaled to one's ability, as one determines. The mentoring committee suggests that you work closely with your mentor determines. The mentoring committee suggests that you work closely with your mentor to develop and accomplish the project. Mentees should take time to formalize and arrange their ideas and submit a one page project proposal to their team leader no later then 2/28/08.

If you should have any questions, please feel free to contact your team leader

GOAL #1:

To increase Organizational Commitment via enhanced understanding of the agency mission.

Applicable activities include but are not limited to the following

- o Tours of DCF facilities
- Exposure to policy development
- o Exposure to program development
- Attend Area Office Management Team meetings
- Exposure to program development
- Shadowing Executive Staff (PD and above if possible)
- Meet with the QIPS in the area office on outcome performance strategies
- Assist in prep for SWS and PS exam
- CO train Mandated Reporter training

Activities that I will focus on include:				
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GOAL #2:

To Build Leadership Capacity via opportunities to collaborate, inspire, problem solve, communicate using various approaches, shared roles, exhibit good judgment implementation or presentation.

Applicable activities include but are not limited to the following:

- Attend Senior Management meeting lead by Commissioners
- o Attend area office Permanency Planning meeting

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- Meet with Legislative liaison
- o Meet with EEO and Ombudsman office
- o Meet with fiscal budgets/contracts committee
- o Attend R and R Advisory Board and subcommittee meeting
- o Attend area office MSS meeting
- o Attend cultural diversity training
- o Expand internship programs via relationship with professional schools
- o Attend ASO clinical rounds/meetings
- o Attend supervisory training

Activities I will focus	on include:			
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GOAL #3:

To Increase Retention via advocating, building, supporting and impacting areas of job satisfaction.

Applicable Activities include but are not limited to the following:

- o Create/deliver Brown Bag Luncheon Symposia information session
- Work with undergraduate social work programs to enhance child welfare curriculum
- o Expand internship programs via developing relationship with professional school
- Attend informational meetings with various divisions in order to learn about the purpose and function
- o Prepare for and take exams that are of interest for career mobility
- Attend area office management team meetings

tivities I will focus		

GOAL #4:

To enhance participants' ability to Navigate and Negotiate within DCF and the larger community.

Applicable Activities include but are not limited to the following:

- o Participate in Governor's task force
- o Develop a brochure for caregivers
- o Create teams reflecting the community's particular interest and needs
- Attend community meetings (child protection team, mandated reporter training with police dept, etc.)
- o Attend area office Management team meetings
- o Attend citizen Review Panel
- o Participate in new initiatives as indentified by mentor
- o Participate in a Request for Proposal meeting
- o Read articles related to other child welfare systems and discuss with mentor
- o Tour Department of Corrections facilities

ctivities I will focus	on include:		
			_

MENTORING PROJECT

On one page or less please describe the project that you are interested in working on with your mentor. A copy of the proposal should be sent to your team leader no later than April 16, 2008. As you begin to plan, analyze and develop your project using the DCF Mentoring Project Form to document your steps. Please keep the following items in mind when considering the project:

- The project should be of interest to the mentee.
- It should benefit the field of Child Welfare, either directly impacting the mentee's unit or office, or the mentor's workgroup, office or division.
- The project should be manageable. Only take on what you think you can handle and complete in a timely manner.
- All projects should be completed by the end of the program year.

DCF MENTORING PROGRAM

MENTORING PROJECT FORM

DETERMINE THE PROBLEM AND PLAN OF ACTION

Who is affected?
• Who or what is suspected of causing the problem?
• What kind of problem is it (e.g. problem with goals, skills, resources, time, etc.)?
• What is the goal for improvement?
What do you propose to do about it?

REVIEW DATA

• What data is available to further clarify your proposed problem and potential improvement strategy?
 How can this data be useful in helping you to frame your question(s), plan the strategy for improvement, evaluate the strategy and then interpret evaluation findings?
• To what extent does the data include multiple perspectives?

PILOT STRATEGY

• What new strategy or approach will you try based on what you've learned in your review of the data?
How are you planning to change the situation or find out more about it?
• What is an appropriate timeline for what you are trying to accomplish?

EVALUATE STRATEGY

•	What are the key questions that need to be answered about your strategy?
•	What data will need to be collected?
•	How will you ensure that you have multiple perspectives?
•	What resources exist and what information from others might be useful in helping you to frame your question, deciding on types of data to collect, or to help you in interpreting your findings?
•	Who else do you need to talk or negotiate with in order to carry out this work? Are there any ethical or confidentiality considerations about the data to be gathered or about who will have access to it? Are permissions needed?
•	What is the plan for data analysis?

ANALYZE DATA

What can you learn from this data?	
 What meaning do these patterns, insights and new understandings have for your practice, the family you serve and your fellow colleagues? 	ilies
• What important descriptions need to be included (e.g. demographics, settings, and time frames)?	
• What are the important comparisons?	

SHARE FINDINGS

• What findings will you share with the mentoring program?	
• What are some other potential audiences who might be interested in your findings?	
• What specific report formats might be most appropriate for particular audiences?	

Mentoring Session Record

Mentor	Date				
Mentee	Session				
	Topics covered at Present Session				
	represented di li escrit session				
Present Issues:					
Current Actions:					
Future Agendas:					
Other Subjects:					
	Topics for Later Reference				

2008 DCF MENTORING PROGRAM DATES TO REMEMBER

Goal activity forms are due no later than February 28, 2008

Mentoring project proposal due no later than April 16, 2008

Schedule of meeting dates between mentor and mentee must be approved by the immediate supervisor of the mentee. This information should be sent to the Team Leader no later than February 28, 2008.

1st Quarterly Meeting April 16, 2008 from 9 – 12 at the Training Academy

2nd Quarterly Meeting June 25, 2008 from 9 – 12 at the Training Academy

3rd Quarterly Meeting September 18th, 2008 from 9 -12 at the Training Academy

End of year Closing Ceremony in December - date to be announced

Department of Children and Families Mentor/Mentee Agreement

We have been fully informed about the DCF Mentor Program and agree to abide by all the established policies, procedures and responsibilities that govern it.

We agree to comply with the following Basic Program Guidelines:

- Mentors and mentees will sign a Mentoring Agreement/Contract that will define both individual and mentor/mentee partnership goals and objectives as well as program expectations.
- A key expectation is pro-active planning and participation;

Within first quarter of the program, mentors/mentees must establish a monthly meeting schedule for the year that is approved by the Mentee's immediate supervisor and submitted to the Team Leader.

Two mentoring interactions per month are required, with least one meeting per month in person.

Participants must attend special half-day quarterly training meetings scheduled on the following dates: April 16, 2008, June 25, 2008 and September 18, 2008.

- A mentor or mentee may leave the relationship on a no-fault basis for any reason or no reason at any time. Efforts will be made to ensure a proper closure and/or to secure a new match for continued participation in the program.
- Mentors and Mentees agree to be available to participate in ongoing evaluations of the program.
- The formal mentoring relationship is for a one-year period beginning January 24, 2008 and commencing December 4, 2008.

Signature Mentor	Signature Mentee		
Date	Date		

fentee goals and objectives for the Program:					
		9			

Page 4 of 4

Partnership goals and obje	ectives:
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nature Mentor	Signature Mentee
2	Date

Chapter Nine

Mentor Program Kickoff



Since the conception of the Mentoring Program we have tried different types of mentoring program kickoff events. It is important to have the Mentoring Committee present at the Kickoff and acknowledge their participation. Depending on number of participants and scheduling constraints, any of the following options can be used:

OPTION ONE:

Hold the half-day formal mentoring training one week prior to the kickoff. This will give mentors and mentees a thorough understanding of the mentoring program process as well as time to work on their portion of the mentoring agreement.

Then hold a half-day mentor program kickoff using the sample agenda:

- Registration and Breakfast
- Welcome and Introductions
- History and Goals of the Program
- Guest Speaker focusing on an Introduction to the Mentoring Program
- Meeting your Mentor/Mentee
- Developing a Mentoring Agreement
- What to Expect Next Introduction of the Quarterly Meeting Schedule
- Closing Remarks

<u>OPTION TWO:</u>

Combine the formal training program with the kickoff. This is a full day program with breakfast and lunch provided for participants.

The following is a sample agenda:

8:30 – 9:00 a.m.

Registration and Breakfast

9:00 - 9:15 a.m.

- Welcome and Introductions Program Coordinator
- Brief History and Goals of the Program

9:15 - 9:45 a.m.

- Guest Speaker on Importance of Mentoring or
- Mentor and Mentee Sharing Their Experiences Mentor and Mentee of the previous year

9:45 – 10:00 a.m.

BREAK

10:00 a.m. – 12:30 p.m.

Formalized Mentoring Training Program – for Mentors and Mentees

12:30 – 1:30 p.m.

LUNCH

1:30 - 3:30 p.m.

- Meeting your Mentor/Mentee
- Meeting your Team Leader
- Developing a Mentoring Agreement
- What to Expect Next Introduction of the Quarterly Meeting Schedule

3:30 – 4:00 p.m.

Closing Remarks

OPTION THREE:

As the mentoring program develops you can repeat the option two agenda and build into the program individual training sessions and a panel presentation by former program participants.

Meeting Your Mentor/Mentee Activities (1:30 - 3:30 p.m.):

Making the Match:

It is important to have a non-threatening way of introducing the pairs. Prior to the kickoff, prepare sealed envelopes with an index card with one word or name that denotes part of the famous or easily identified pair, e.g., one card reads Sonny and the other reads Cher. These envelopes are then strategically prepared for the matches and given to them upon registration. They are instructed not to open them.

During the matching activity each participant is then instructed to open their envelope. Ask for a volunteer to read the name or word on the index card. Ask the group to look at their cards and call out the word or name that matches. Once the pair is identified ask them to sit with their match. This continues until all program participants are matched.

The following are samples matching names or items:

Sonny/Cher

Batman/Robin

Rocky/Bullwinkle

Will/Grace

Anthony/Cleopatra

Lucy/Desi

Peanut Butter/Jelly

Cookies/Cream

Starsky/Hutch

Popeye/Olive Oil

Bert/Ernie

Law/Order

Thelma/Louise

Milk/Cookies

Marconi/Cheese

Felix/Oscar

Bread/Butter

Burgers/Fries

Apples/Oranges

Laverne/Shirley

Optional Activity: Mentoring Bags:

To facilitate the mentoring relationship each pair is given a mentoring bag containing items that act as metaphors for mentoring. Items might include a: kaleidoscope, slinky, flashlight, pen, lifesavers, writing pad, Chinese finger puzzle, etc. These items can be purchased at www.orientaltrading.com.

Give the pairs five minutes to discuss the items and come up with their relationship to the mentoring program. Instruct them to draw on the information from the formalized training program. Ask for pairs to share their responses and record on a flip chart. Draw the parallel to the some of the areas that promote healthy mentoring partnerships.

Introduction of Team Leaders:

At this stage of the program it is important to reintroduce the role of the team leader:

 Assist mentoring pairs in developing their goals and objectives and activity and project plans.

- Maintain monthly contact with mentees and quarterly contact with mentors to: determine how the relationship is going, provide advice and resources as appropriate, request an update of activities and obtain copies of forms.
- Identify and assess any problems that arise.

Introduce each team leader and the participants they will be working with. Then have the team leader take the pairs into a break out room for the next activity.

Completing the Mentor/Mentee Agreement:

The mentoring pairs then complete the mentoring agreement, first sharing the goals they completed during the training then jointly developing their partnership goals and objectives. They both sign this agreement. This document is then collected by the team leader and kept on file by the Program Coordinator.

Team Leaders then briefly review the required forms and time frames.

Chapter Ten

Mentoring Program Activities



Mentors and mentees work together on activities during the program year that will help them achieve the goals they have set for themselves. In their role as facilitator, the mentor helps establish learning opportunities for their mentee and the mentee assumes responsibility for follow through. Below are examples of activities mentees might participate in to help them fulfill their goals.

Goal 1: Increase organizational commitment

- Touring a DCF facility or other area office
- Attending a meeting at Central Office
- Attending an area office management team meeting
- Attending a program meeting on a specific topic
- Meeting with QIPS in area office on outcome performance and strategies

Goal 2: Build Leadership Capacity

- Leading or co-facilitating a team or staff meeting
- Creating or delivering Brown Bag Luncheon or symposia information sessions
- Working on an agency or community project team focused on specific goals and outcomes
- Public speaking opportunity
- Developing a brochure
- Initiating a meeting with an outside community or residential provider group to improve communication between my office and them
- Attending training program or meeting on cultural diversity
- Working on a committee/group to develop policies for the agency

Goal 3: Increase job satisfaction

- Attending a conference
- Participating in specialized training offered by HR or the Training Academy
- Accepted for or participating in a professional development opportunity outside the agency

Goal 4: Enhance ability to navigate within DCF and the Larger Community

- Meeting with fiscal/budgets/contracts committee
- Meeting with Legislative liaison
- Meeting with AAO and Ombudsman
- Participating in teams reflecting the community's and agency's particular interests and needs
- Attending community meetings
- Updating community resource directory

Goal 5: Opportunity for career and personal growth

- Preparing for or taking SWS and PS exam
- Accepted into or participating in a graduate education opportunity
- Participating in DCF training initiatives
- Participating in training/conference outside DCF
- Mentor/mentee meeting to help prepare mentee for job interview
- Participating in a mock interview

Example: Mock Interviews

Memorandum

DATE: Monday, April 21, 2008

To: 2008 Mentee Cohort

From: Debi Freund, Director of Equal Opportunity and Diversity/Affirmative Action

Re: Mock Interviews for Mentees

CC: 2008 Mentor Cohort

Hello Mentees!

We have three days scheduled for Mock Interviews for all of you. Interviews will be conducted at the Training Academy on May 9, 16 and June 13 - all Fridays. We have a great panel who has volunteered their time for those days – many thanks to Malcolm Blue, Lisa Daymonde, Bill Rivera and Maritza Velez!

For the interviews, there are two scenarios. We will be interviewing you for either a Social Work Supervisor position in Bridgeport or for a Program Supervisor in Metro New Haven—which one is dependent on your current job title. For each job title, the same questions will be asked of all candidates. Behavior-based questions will be asked - I'm telling you this so that you can practice beforehand. The questions are designed to look at how you handled specific workplace situations in the past - such as handling difficult clients or subordinates, taking initiative, establishing and meeting goals, showing leadership, disagreeing with supervisors, etc. If you're not familiar with behavior-based interviewing, I strongly suggest that you go online, get some questions and start practicing.

To give you a head start, here are some other things we will be looking at: how professional your appearance is, how well do you relate your previous experience to the position you're interviewing for, and how much preparation have you done (we told you the locations - do your homework! *hint*, *hint*).

The day is planned as such:

Each of you will be allocated a half-hour slot. During that time you will have approximately a 15-20 minute interview with the panel, and then you'll receive approximately 5-10 minutes of feedback. That gives the panel five minutes to catch their breath before the next applicant comes in. It is hoped that each mentor will accompany his/her mentee. The mentors will be in the room during the interview and will participate in the feedback; however, mentors will not be allowed to sit on the panel, unless they are scheduled panelists.

The times available are every half hour starting at 9:30, with the last one being at 3:00. There will be a half-hour lunch break from 12-12:30. Please drop me a note or give me a call at (860) 550-6303 to schedule a time or for any other questions.

Looking forward to seeing you all,

Debi

Expanded Example: Shadowing Opportunities

Shadowing Experience

In an effort to give the mentees an opportunity to expand their knowledge base, and expose them to the various functions and duties of the agency's senior management, a shadowing program has been developed.

Senior management staff at the Commissioner, Bureau Chief, Director, and Program Director levels were approached about allowing three to five mentees, during the program year, shadow them for a day. Those who agree select activities they deem most appropriate and beneficial for the mentee.

The selection process occurs at the time of the kickoff. Volunteers' names are placed into a container for the mentees to select. Selections are recorded and a final list is disseminated to participating management staff. Mentors are instructed to contact the administrative assistant of the senior manager to coordinate the shadowing experience for their mentee.

Senior managers have been creative in their approach to the program. Many schedule group meetings with their assigned mentees to orient them to the managers' roles and responsibilities. The manager then supplies the group with a list of meetings and activities taking place during the year. Mentees sign up for events based on their interests and availability.

Other mentors find it more useful to meet one on one with each mentee to gain a clear idea about what the mentee wants to learn from the experience.

The format is left up to the senior managers with one stipulation; after the activity they must debrief the mentees to ensure they captured the full meaning of the activity and reaped the full benefits of the experience per the program's objectives.

Sample Program Newsletter



Mentoring Program Newsletter

Issue No. 2 - 2007

History of the Mentor Program

With the support of the Recruitment and Retention Grant, this agency has fully implemented the fourth successful year of the mentoring program. We would like to take this opportunity to thank Fordham University, and the Child Welfare League of America for their support, and assistance during this venture.

The program is a voluntary partnership for one year in which DCF Managers serve as mentors to DCF Social Workers, Supervisors and Children Services Consultants. Without the support and dedication of the mentors the program would not have reached such heightened success. We want to especially thank those who continue to make the commitment year after year. Some of the mentors have been involved since the pilot program. The guidance and support they have provided to the mentees is invaluable. Throughout the years the mentees have expressed their appreciation for the time and dedication they have demonstrated to the program.

This year there were a total of sixty eight participants. We want to congratulate those mentees who have achieved success in their jobs and who entered Certificate, Masters or Doctoral programs. Based on the mentee/mentor





Mentor break out session at class taught by Marsha Salis

partnership there were innovative projects that were completed this year that made an impact on individuals, multiple offices and the children we serve. This is just one clear example of how the mentors have supported the mentees in focusing on the program's goals: Increase Organizational Commitment, Build Leadership Capacity, Increase Retention, Navigate and Negotiate within the DCF Community.

We want to thank the mentors for sharing their knowledge, experiences and networks with the mentees. We thank the mentees for their participation and demonstrating initiative, enthusiasm and creativity. Thank you to the supervisors and administrators who supported your staff in participating in the program. Also, thank you to staff that provided shadowing opportunities and other experiences to the mentees.





Mentor of the Year



"Timing is Everything"

Stephanie is known to so many people throughout DCF as a very diligent, professional and kind person. But what I learned from her was so much more. I chose to work on my Development Plan Goals of Building Leadership Capacity and Enhancing my ability to Negotiate and Navigate within DCF and the larger community. I was exposed to many different facets of DCF which also included community providers. For example, attending the Area Director's meeting, the System of Care community meeting, Grant writing seminars and meeting with Sheila Copeland of the Capital Region Conference of Churches was so informative. The information provided will be helpful regarding my long term goal of providing Aftercare services to the New London area. My hope is to service families who have been involved with DCF due to substance abuse and mental health issues. I could never have made the community connection without Stephanie's knowledge of community resources.

Setting up the meeting times and connecting with the community providers was a team effort. Stephanie is quick in executing information to me to make sure that I am able to fulfill my objectives. She is always available whenever I have questions or concerns.

She is always concerned about where I see myself in the present and in the

future. Whenever I had a busy schedule, she was flexible and understanding. She often shared her personal challenges so that I could see that I was not alone in my thoughts. She is so forthright that she was also able to discuss with me some of the things that she learned being my Mentor. She is always confident and she helped to remind me where my confidences lie. I never felt that I couldn't accomplish a goal that was set. She helped me to confront a very difficult issue that I would normally have skirted. This was a challenge that she walked me through step by step by offering constructive and motivating feed back. I have now learned how to assert myself in a very positive professional manner. I was able to take this skill and apply it to my current position. It is so noticeable the change that has been administered that my supervisor and my team recognize the difference. Stephanie has consistently demonstrated the true meaning of diligence, commitment and professional competence. For me, the timing was perfect to be a mentee.

-Nominated by Stephane Browder

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Activities

- Attended "So You Want to Be a Supervisor" training to gain greater understanding of supervisory competencies
- · Worked on a project for a sibling camp
- Attended Special Review Committee Meeting shadowing Dr. Michael Schultz.
- · Received a guided tour of York Correctional Facility
- Attended a symposium on the dialectical theory model (behavioral health) currently being implemented in DCF funded congregate care settings
- · Attended a grant writing seminar
- · Participated in mock interview for SWS and PS through DCF Training Academy
- · Appointment to the DCF Multicultural Advisory Council
- · Shadowed an on going services supervisor in the Meriden Office
- Developing a program that will expose youth to employees in the criminal justice system
 to learn about careers in the system as well as inmates to deter them from becoming
 involved in the system
- · Attended the Juvenile Justice conference
- · Developed a "mini mentoring" program in my area office
- · Attended an Area Director's meeting
- · Toured the Manson Youth Facility
- · Attended an interviewing and hiring training facilitated by another mentee
- · Attended a Request for Proposal Meeting
- · Went on a tour of CJTS
- Attended a lunch meeting with the Ombudsman's office and residents and staff of High Meadows in which they discussed possible solutions to problems
- · Attended a QIPS meeting to discuss family conferencing
 - Accompanied mentor in order to write a newspaper article on a teenager bound for the Culinary Institute of America in NY
 - Attended a Differential Response community meeting
 - · Tour of the Legislative Building
 - Attended a media event at Bristol Library which was a teddy bear drive for children who are removed from their homes



3

Mentor Memorabilia

2007 Mentors

Ann Adams **Louis Ando** Malcolm Blue Maria Brereton **Rudy Brooks** Lisa Daymonde Janice DeBartolo John Dipila Vannessa Dorantes Lisa Flower **Debl Freund Buck Gregory** Qadry Ahmad Harris Olga Hehl Jodi Hill-Lilly Albert Johnson Allon Kalisher Karl Kemper Christine Lau Tim Marshall Sandra Matlack Peter Mendelson Ken Mysogland Kimberly Nilson Rita Pelaggi Brett Rayford William Rivera Malika Robledo Steven Roe Michael Schultz Slobhan E. Trotman Ileana Velazquez Stephanie Wallace Jeanette White



"My experience this year can best be described as "delightful". My Mentee, Kim A.
Brown a social worker from Bridgeport, has been great to work with. She is bright,
energetic, funny, and warm.

During this last year Kim decided to apply for a doctoral program in clinical psychology. I helped her prepare for her admission interview by answering many questions and giving her tips on the areas she should review and study. Apparently her application and interview went very well as she was accepted into the program and started her studies this past August. She will be an excellent clinician.

I have enjoyed it immensely."

-Ileana Velazquez, AD, Danbury

"All I can say is that it keeps me busy but that is okay and I am having a great time A watching my mentee experience different parts of the agency. It reminds me of when I was a young worker."

-Janice DeBartolo, AD, Meriden

"The field of Child Welfare with all of it's many rewards, can often be quite challenging; particularly with more longevity...... my involvement in the Mentoring program (3rd consecutive year) continues to rejuvenate me!"

-Jeanette White, PD, New Britain

"Thave enjoyed my mentoring experience this year. I was matched with Anthonia Ubaike.

I have learned a lot from her. She has so much enthusiasm and interest that it is easy to share with her my experiences and expose her to different aspects of the job. In addition to attending meetings in the community, management team and Central office meetings, she and I worked on her resume, social work supervisor exam and prepared for her mock interview."

-Lisa Daymonde, PD, New Haven Metro

"Tenjoy being a mentor.

There are lots of secondary gains. I often feel like my own attitude and approach to my work is rejuvenated by the process of simply sharing what I do with someone who is not familiar with or exposed to that kind of work.

I enjoy meeting with my mentee and exposing him to and discussing different agency projects. What is especially enjoyable is the opportunity to share opportunities that are traditionally outside the scope of his current practice."

-Tim Marshall, PD, Central Office

"So often, the work we do is thankless--- from clients who are uncomfortable with our Sintrusion to media and public perception of what we do or don't do. The mentoring program gave me an opportunity to impart experiences and advice on a different level than we are usually able to express.

We have much to talk about and share. We have had the opportunity to explore phases of the work that neither of us had given much thought to in the past.

Hats off to Jodi Hill-Lilly, Tracy Davis and their staff for what I consider one of the most exciting and interesting endeavors I've been a part of during my own professional development. I still feel that, I have gained more from the experience than I've given and would encourage anyone on the fence about participating to give it a try.... YOU WON'T BE DISAPPOINTED!"

-Vannessa Dorantes, PS, Waterbury

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Mentee Memorabilia

2007 Mentees

Maria Alves Theresa Baskin Margalie Bonheur Chanon Brennan Stephane Browder Eric Burnell Gerry Connelly Deborah Ellingsworth Sandra Fitzpatrick Liza Frank Christopher Gardner Dana Lynn Goldberg Glaister Gople Alyson Heck **Douglas Howard** Paulette Limato **Erin Mahony** Denya McGee Illia Morrows Nesim Mucollari Nedra Muley **Esther Mwangi** Mary Olmeda Sonette Oquendo Michael R. Palmeri Melissa Sansone Katryzna Sikora-Kowalik Marcus Stallworth Isabel Turmeque Anthonia Ubaike Pamela Washington Kimberly Watson **Qur-an Webb** Stephanie Willis

"As a social worker in a unique treatment unit in the Waterbury Area Office, the mental health unit for children, I had the pleasure of joining Dr. Mendelson as he led the team of Behavioral Health Program Directors. This was an incredible opportunity for me to observe and listen; since all that the team discussed, as well as the decisions made by the team, directly impacts the work that I do with the children in the mental health unit."

-Alyson Heck, SW, Waterbury

"In addition to facilitating my participation in the majority of the above listed activities, I have found Rudy to be a tremendous resource both personally and professionally.

Perhaps the most interesting aspect of my experience in this program has been the eclectic nature of professional activities with which Rudy has connected me. Rudy's broad spectrum of administrative experience has allowed me the opportunity to network with and gain valuable insight from various individuals within the Department's infrastructure."

-Douglas Howard, CSC, Central Office

"Although we have the mentoring program with us for a year, it wasn't enough time to do what it was that I wanted to do. It may be because I had such a great mentor that I wanted to take advantage of this program longer. It should be a lifetime program, somewhat like the Life Long Family Ties Program we have for our children in care.

On a serious note, I must say that this has been a great experience for me, my mentor played a big part in many decisions I made this year. I have applied for a Masters Program at Springfield College and will start in January. My mentor also helped me put away the fears I had about pursuing a position as a social worker supervisor. My fear in pursuing this was that I didn't feel I knew everything I needed to know in order to be a supervisor and felt I needed to know everything. My mentor was able to encourage me otherwise.

I encourage every social worker that is struggling with decisions on their career, or decisions on leaving the department, to participate in the mentoring program. It will help them make their decision and believe me their decision will not be to leave this agency."

-Maria Alves, SW, Waterbury

"The mentoring program has been very rewarding—I have thoroughly enjoyed the opportunity to meet many people—some I probably would have never met in the agency and I have gotten to see a wide scope of activities & planning that goes on behind the scenes at DCF. My mentor Lisa has been great—and she seems to know absolutely everyone in the agency and in the community. But what has impressed me the most is ...she is a Program Director and she is so down to earth with the children and their foster families...

Thanks to Lisa, she encouraged me to look for new opportunities in the Department that interest me—I was just accepted into the Post Master's certificate program at UCONN--Clinical issues in Adoption."

-Paulette Limato, SW, Meriden



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Chapter Eleven

Quarterly and End-of Year **Meetings Materials**



The quarterly meeting schedule is developed at the beginning of the program year and shared with participants at the Program Kickoff. Topics for quarterly meeting trainings are chosen by the mentoring committee based on topics selected by the group at the kick-off meeting. Other topics are selected with input from the team leaders. All announcements are sent to the mentor, mentee and mentee's supervisor. It is important to invite the mentee's supervisor to the meetings. Team leaders are present at the meetings and act as moderators and/or facilitators for the mentor/mentee seminars.

Quarterly meeting are held during the first half of the day and breakfast is provided. Sample agendas and meeting materials are available at the end of this chapter.

Part One: At the beginning of the meeting, mentors and mentees are together in the same room and take part in an opening activity related to the overall theme of the meeting. The following are examples of opening activities:

- Large group discussion on qualities of effective teamwork
- Communication Profile "What's My Communication Style " Order from www.HRDQ.com
- Icebreaker: I.Q. Test from Still More Games Trainers Play by Edward E. Scannell and John W. Newstrom.

Part Two: Mentors and mentees split up for their respective training seminar. Seminars are conducted by Department staff and consultants where appropriate. Training topics have included:

Mentees:

- Upward Mobility Presentations by Department Affirmation Action
- Directing Your Career Path at the Department
- Interviewing Skills tips on how to interview well
- A Manager's Perspective What a Manager Looks for when Hiring
- Building Networks Within and Outside the Department
- Leadership vs. Dictatorship

Mentors:

- Review of the Mentor Role and Forms
- Leadership vs. Dictatorship
- Keys to Professional Growth Recognizing and Maximizing Your Talents

Part Three: Team Leaders identified by the Program Coordinator facilitate a discussion with their group. The purpose of the discussion is to check in with the mentors/mentees and encourage them to share details of their projects and activities with the group. The discussion also addresses challenges mentors, mentees or pairs are having, and a group problem solving process is facilitated.

The Team Leader, Program Coordinator, or Consultant then disseminates and collects the program evaluation forms.

Mentor of the Year Award:

At the third quarterly meeting nomination forms and criteria are distributed to the mentees for selecting who will receive the Mentor of the Year Award.

The Closing Ceremony

The Closing Ceremony provides an opportunity for mentors and mentees to reflect on the year, celebrate their successes, and offer recommendations for program improvement. The atmosphere of the Closing Ceremony is celebratory and inspiring. The Commissioner, other special guests, and/or a speaker may be invited to the ceremony. The Mentor of the Year Award is presented. Mentors and mentees also receive certificates and a small gift such as a business card holder, portfolio, or penholder.

The following are agendas from a Quarterly meeting and Closing Ceremony:

DCF Training Academy 2008

Mentoring Program Quarterly Meeting April 16, 2008



Registration / Breakfast 8:00 - 8:30 a.m.

8:30 - 9:00 a.m. **Opening Remarks**

9:00 - 12:00 p.m. **Training Sessions**

> Mentee - Michael Schultz - Panel Presentation Peggy Zabawar - Understanding your Strengths

Jim Belisle - Upward Mobility

Mentor - Andy Reitz - Leadership Development

Next Meeting June 25, 2008

Department of Children and Families

2007 Mentoring Program

Closing Ceremony

December 7, 2007

9am - 12noon

8:30 – 9:00 am Registration and Breakfast

> 9:00 – 9:15 am Opening Remarks

9:15 – 9:30am Commissioners Office

> 9:30- 10am Testimonials

10:00 - 10:15am **BREAK**

SPECIAL PRESENTATION

10:15 -10:40 a.m.
Gloria M. Pimentel
Latino Mentoring Initiative Coordinate
Nutmeg Big Brothers Big Sisters

10:45 – 11:15am Award Ceremony

11:15 – Noon Evaluations, closing activity, closing remarks

Chapter Twelve

Mentoring Program Evaluation



Mentoring Program Evaluation

Evaluation of the mentoring program has been ongoing and is both formative and outcome based. The formative (or process) evaluation is carried out through the distribution of evaluation instruments at program meetings. We also evaluate the program informally through feedback from program participants and team leaders. The outcome evaluation is completed through a series of evaluation instruments and qualitative follow-up evaluations one month, six months and twelve months after a cohort has completed the program.

The evaluation process has helped us improve and refine the program, from the recruitment and matching process to the agenda for the Initial "Kick-Off," to project activities that may be emphasized during a given year. For example, after the first year, the practice of shadowing senior agency administrators was so successful that this was made a formal component of the program in subsequent years. Furthermore, the program goals changed after the first year based on feedback from participants.

Program participants have consistently reported that the program met their expectations and assisted them in reaching their chosen goals. Mentees are asked to focus on two program goals that increase either their: 1) organizational commitment, 2) leadership capacity, 3) job satisfaction, 4) ability to navigate and negotiate the agency system, or 5) opportunities for personal and professional growth. Through the quarterly evaluations we can learn which activities mentees have been participating in under each goal.

All evaluation instruments, including questions for the outcome phase of the evaluation, follow:

DCF Mentoring Program 2008 Kick-off Evaluation

This questionnaire will provide the DCF Mentoring Committee with an assessment of your understanding of the mentoring program process. Your feedback will assist us in revising the mentoring program kickoff in future years. We greatly appreciate your participation in this evaluation process.

1. I am a Mentee () or I am a Mentor ().				
Respond to each statement by u 1. Very dissatisfied 2. Dissatisfied 3. N	sing the r	_			Satisfied
2. How satisfied were you with the clarity and form	nat of toda	y's prog	ram, in	regard to):
a. Relevant content	1	2	3	4	5
b. Appropriate use of examples	1	2	3	4	5
c. Training manual	1	2	3	4	5
d. Relevant activities	1	2	3	4	5
3. How well did today's orientation program provide	de you wit	h the fol	lowing:		
a An understanding of program goals	1	2	3	4	5
b. New ideas for program activities	1	2	3	4	5
c. Useful resources, including handouts	1	2	3	4	5
d. Development of new and enhanced skills	1	2	3	4	5
e. Ways to approach the mentoring relationship	1	2	3	4	5
f. Value of the mentoring relationship	1	2	3	4	5
g. Mentoring project ideas	1	2	3	4	5
4. How satisfied were you with the program facility	ators' pres	entation	s, in rega	ard to:	
a. Encouraging questions	1	2	3	4	5
b. Being knowledgeable about the topic	1	2	3	4	5
c. Having a clear communication style	1	2	3	4	5
d. Enthusiasm	1	2	3	4	5
e. Open to others' ideas	1	2	3	4	5
f. Good time management	1	2	3	4	5
5. How satisfied were you overall with your experience today?	1	2	3	4	5

DCF Mentoring Program 2008 MENTEE – Quarterly Feedback and Review

This questionnaire provides the DCF Mentoring Committee with an assessment of your professional growth and goal achievement during the mentoring program. Your feedback assists us in supporting a program that enhances mentees' and mentors' personal and professional goals and departmental goals.

1.	,	The two mentoring program goals I am focusing on are:	
	c.	Increase my organizational commitment Build my leadership capacity Increase my job satisfaction Enhance my ability to navigate and negotiate within DCF and the larger community	
2.		I have made progress with my project over the last three months.	Yes No NA
3.		I met with my mentor at least monthly over the last three months.	Yes No
4.		I was in contact with my team leader monthly over the last 3 months.	Yes No
5.		My team leader was helpful/supportive in strengthening my relationship with my mentor.	Yes No NA
6.		I was involved in the following activities/interactions over the helped increase my commitment to the organization: (check	
	a. b. c. d. e.	Touring a DCF facility or other area office Attending a meeting at Central Office Attending an area office management team meeting Attending a program meeting on a specific topic Meeting with QIPS in area office on outcome performance and strategies	
	f.	Others (Please specify)	
7.		I was involved in the following activities/interactions over the helped me build my leadership capacity: (check all that app	
	a. b.	Leading or co-facilitating a team or staff meeting Joining an agency board or task force	
	c.	Creating or delivering Brown Bag Luncheon or	
	d.	Symposia information sessions Working on an agency or community project team focused on specific goals and outcomes	

	e. f. g.	Took an opportunity for public speaking Developing a brochure Initiating a meeting with an outside community	<u> </u>
		or residential provider group to improve communication between my office and them	
	h.	Attending training program or meeting on cultural diversity	
	i.	Working on a committee/group to develop policies for	
		the agency	
	j.	Others (Please specify)	
3.		I was involved in the following activities/interactions over the las impacted my job satisfaction: (check all that apply)	t 3 months which have
	a.	Attended a conference	
	b.		
	c.	offered by HR or the Training Academy Accepted for or participated in a professional	
		development opportunity outside the agency	
	d.	Others (Please specify)	
9.		I was involved in the following activities/interactions over the las helped enhance my ability to navigate and negotiate within DCF accommunity: (check all that apply)	
	a.	Meeting with fiscal/budgets/contracts committee	
	b.	Meeting with Legislative liaison	
	c.	Meeting with AAO and Ombudsman	
	d.	Participating in teams reflecting the community's	
	e.	and agency's particular interests and needs Attending community meetings	
	f.	Updating community resource directory	
	g.	Others (Please specify)	
10.		I was involved in the following activities/interactions over the las helped increase opportunities for career and personal development	
	a.	Preparing for or taking SWS and PS exam	
	b.	Accepted into or participating in a graduate	
	0	education opportunity Participating in DCE training initiatives	
	c. d.	Participating in DCF training initiatives Participating in training/conference outside DCF	
	e.	Mentor/mentee meeting to help prepare mentee	
	2	for job interview	
	f. g.	Participating in a mock interview Others (Please specify)	
	Θ.	- · · · · · · · · · · · · · · · · · · ·	

Respond to each statement by using the rating scale below. 1. Never 2. Seldom 3. Sometimes 4. Frequently 5. Very Frequently

11. I	confronted the following challenges or issues of	over the la	st 3 mo	onths.		
a.	No opportunity to take options offered by					
	my mentor	1	2	3	4	5
b.		1	2	3	4	5
c.	Adjusting to my mentor	1	2	3		5
d.	My mentor not available often enough	1	2	3	4	5
e.	Requirements from mentor too inflexible	1	2	3	4	5
f.	Difficult time advocating for myself	1				5
g.	Busy schedule	1	2	3	4	5
h.	Supervisory approval for time spent in					
	mentoring program activities	1	2	3	4	5
i.	Others (Please specify)					
a. b.	f any challenges existed, I have attempted to over Speaking with my mentor Speaking with my supervisor Speaking with my team leader		·		4 4 4	5 5 5
					4	3
d.	Others (Please specify)					
13. l	was able to resolve the challenges I faced	Yes_		No	NA _	
<u> </u>	Thinking back to the personal and professional goals my mentor and I agreed on at the outset of this program, I have been on target to achieve these goals over the last three months.	1	2	3	4	5
	1	Last 4 digi				
			D	ate:		

DCF Mentoring Program 2008 MENTOR – Quarterly Feedback and Review

This questionnaire provides the DCF Mentoring Committee with an assessment of your mentee's professional growth and goal achievement during the mentoring program. Your feedback assists us in supporting a program that enhances mentees' and mentors' personal and professional goals as well as departmental goals.

1.	The two mentoring program goals my mentee is focusing on are:	:
	 a. Increase organizational commitment b. Build leadership capacity c. Increase job satisfaction d. Enhance ability to navigate and negotiate within DCF and the larger community 	
2.	I met with my mentee at least monthly over the last three months	s. Yes No
3.	I was in contact with my team leader once over the last three months.	Yes No
4.	My team leader was helpful/supportive in strengthening my relationship with my mentee.	Yes No
5.	My mentee is making progress with his/her project.	YesNoNA
6.	I was able to arrange at least one shadowing experience for my mentee this year.	Yes No
7.	My mentee was involved in the following activities/interactions which have helped increase commitment to the organization: (ch	
	 g. Touring a DCF facility or other area office h. Attending a meeting at Central Office i. Attending an area office management team meeting j. Attending a program meeting on a specific topic k. Meeting with QIPS in area office on outcome performance and strategies 	
	l. Others (Please specify)	
8.	My mentee was involved in the following activities/interactive which have helped build leadership capacity: (check all that	
	 c. Leading or co-facilitating a team or staff meeting b. Joining an agency board or task force c. Creating or delivering Brown Bag Luncheon or Symposia information sessions 	

	e.	Working on an agency or community project team	
	۵	focused on specific goals and outcomes Took an opportunity for public speaking	
	e. f.	Developing a brochure	
		1 0	
	g.	Initiating a meeting with an outside community	
		or residential provider group to improve	
	1	communication between my office and them	
	h.	Attending training or program or meeting	
		on culturally diversity	
	i.	Working on a committee or group to develop	
		policies for the agency	
	j.	Others (Please specify)	
9.	M	y mentee was involved in the following activities/interactions	over the last 3 months
· .		nich have increased job satisfaction: (check all that apply)	over the last s months
	VV 1.	men have increased job satisfaction. (effects an that apply)	
	a.	Attended a conference	
		Participated in specialized training	
	b.		
	_	offered by HR or the Training Academy	
	c.	Accepted for or participated in a professional	
		development opportunity outside the agency	
	d.	Others (Please specify)	
10.	N	My mentee was involved in the following activities/interaction	ns over the last 3 months
	V	which helped enhance her/his ability to navigate and negotiate	within DCF and the larger
		community: (check all that apply)	C
		a sys (s ss a say)	
	a.	Meeting with fiscal/budgets/contracts committee	
	b.		
	c.	Meeting with AAO and Ombudsman	
	d.	Participating in teams reflecting the community's	
		and the agency's particular interest and needs	
	e.	Attending community meetings	
	•		
	f.	Updating community resource directory	
	f. g.	Others (Please specify)	
11	g.	Others (Please specify)	ns over the last 3 months
11.	g.	Others (Please specify) My mentee was involved in the following activities/interaction	
11.	g.	Others (Please specify) My mentee was involved in the following activities/interaction which have helped increase opportunities for career and person	
11.	g.	Others (Please specify) My mentee was involved in the following activities/interaction	
11.	g.	Others (Please specify) My mentee was involved in the following activities/interaction which have helped increase opportunities for career and person check all that apply)	
11.	g. N v (Others (Please specify) My mentee was involved in the following activities/interaction which have helped increase opportunities for career and person check all that apply) Preparing for or taking SWS and PS exam	
11.	g.	Others (Please specify)	
11.	g. N v () a. b.	Others (Please specify) My mentee was involved in the following activities/interaction which have helped increase opportunities for career and person check all that apply) Preparing for or taking SWS and PS exam Accepted into or participating in a graduate education opportunity	
11.	g. N v (Others (Please specify) My mentee was involved in the following activities/interaction which have helped increase opportunities for career and person check all that apply) Preparing for or taking SWS and PS exam Accepted into or participating in a graduate education opportunity Participating in DCF training initiatives	

e. Mentor/mentee meeting to help prepare mentee for job interviewf. Participating in a mock interview					
g. Others (Please specify)					
Respond to each statement by using	the reti	na goolo	halany		
1. Never 2. Seldom 3. Sometimes 4. F				equent	tly
12. I confronted the following challenges or issues over	er the la	st 3 mor	nths.		
a. Adjusting to my mentee	1	2	3	4	5
b. My mentee not available often enough	1	2 2	3 3	4	5
c. Finding ideas to motivate mentee Helping my mentee develop a project idea	1	2	3	4	5
d. My busy schedule	1	2	3	4	5
e. Mentee having difficulty getting	1	2	3	7	3
supervisory approval for time spent in					
mentoring program activities	1	2	3	4	5
f. Others (Please specify)					
` 1					
13. If any challenges existed, I have attempted to overc	ome the	ese by:			
a. Speaking with my mentee	1	2	3	4	5
b. Speaking with my supervisor	1	2	3 3 3	4	5
c. Speaking with my team leader	1	2	3	4	5
d. Others (Please specify)					
14. I was able to resolve the challenges I faced.		Yes	No	N.	A
15. Thinking back to the goals my mentee and I agreed on at the outset of this program, over the last three months my mentee has been on target for achieving her/his personal and professional growth or goal achievement	1	2	3	4	5
Las	st 4 digi	its of SS	#:		

DCF Mentoring Program 2008 Mentee Quarterly Feedback and Review, #2

Using the scale below, please indicate how strongly you agree or disagree with each statement by circling your answer.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree NA. Not Applicable

Psychosocial Functions

Coaching							
<u>e</u>	ares history of his/her	1	2	3	4	5	NA
2. My mentor end for advanceme	courages me to prepare nt.	1	2	3	4	5	NA
Acceptance and Confi	rmation						
	courages me to try new	1	2	3	4	5	NA
	nveys feelings of respect	1	2	3	4	5	NA
Role Modeling							
S	the work behavior of my	1	2	3	4	5	NA
6. I agree with m value regarding	y mentor's attitudes and g education.	1	2	3	4	5	NA
7. I respect and a		1	2	3	4	5	NA
	like my mentor when I position in my career.	1	2	3	4	5	NA
Counseling							
9. My mentor der	nonstrates good in our conversations.	1	2	3	4	5	NA
10. My mentor dis or concerns reg competence, co	cusses my questions garding feelings of	1	2	3	4	5	NA
and supervisor 11. My mentor sha	s, or work/family conflicts.	1	2	3	4	5	NA

to my problems						
12. My mentor encourages me to talk openly about anxiety and fears that detract	1	2	3	4	5	NA
from my work.						
13. My mentor conveys empathy for the	1	2	3	4	5	NA
concerns and feelings I have discussed with						
him/her.						
14. My mentor keeps feelings and doubts I	1	2	3	4	5	NA
share with him/her in strict confidence.						
Career Development Functions						
Protection						
15. My mentor reduces unnecessary barriers	1	2	3	4	5	NA
that could threaten the possibility of my						
becoming a manager or supervisor or						
receiving a promotion.						
16. My mentor helps me finish assignments	1	2	3	4	5	NA
/tasks or meet deadlines that otherwise						
would have been difficult to complete.						
Exposure and Visibility						
17. My mentor helps me meet new	1	2	3	4	5	NA
colleagues.		_	_		_	
18. My mentor gives me assignments that	1	2	3	4	5	NA
increase written and personal contact						
with management.	1	2	2	4	_	NT A
19. My mentor assigns responsibilities to	1	2	3	4	5	NA
me that have increased my contact						
with people who may judge my potential						
for future advancement.						
Sponsorship						
20. My mentor gives me assignments or tasks	1	2	3	4	5	NA
in my work that help prepare me for an						
administrative position.						
Challenging Assignments						
21. My mentor gives me assignments that	1	2	3	4	5	NA
present opportunities to learn new skills.						
This instrument adapted from Noe (1988)						
Date:						
Last four digits of SS #:						

DCF Mentoring Program 2008 Quarterly Evaluation #2, Mentors

Please indicate how strongly you agree or disagree with the following statements.

Answer the questions using this rating scale by circling your response.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Perceived Benefits of Being a Mentor

	<i>y y g</i>					
1.	I gain a greater sense of satisfaction from work by sharing my wisdom and insights with my	1	2	3	4	5
2.	mentee. Serving as a mentor is one of the most rewarding experiences of my career.	1	2	3	4	5
3.	Serving as a mentor is improving my reputation within the agency.	1	2	3	4	5
4.	The rewards of being a mentor more than compensate for the costs.	1	2	3	4	5
5.	The advantages of being a mentor far outweigh the drawbacks.	1	2	3	4	5
6.	My creativity is increasing as result of my participation in the program	1	2	3	4	5
7.	My mentee is an important source of support to me.	1	2	3	4	5
8.	My job performance is improving as a result of participating in the program.	1	2	3	4	5
9.	My personal satisfaction with my job is increasing as a result of participating in the program.	1	2	3	4	5
10.	My mentee is a trusted ally.	1	2	3	4	5
11.	I obtain positive recognition from the agency for serving as a mentor.	1	2	3	4	5
12.	I receive recognition from my mentee's supervisors for improving my mentee's performance.	1	2	3	4	5
13.	Participating in the mentoring program gives me a renewed sense of purpose in my role.	1	2	3	4	5
14.	I gain new knowledge from my mentee about the type of work he or she does for the agency.	1	2	3	4	5
15.	Being a mentor is improving my supervisory skills.	1	2	3	4	5
16.	Being a mentor is improving my leadership skills.	1	2	3	4	5

	Perceived	Costs	of Being	a Mentor
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17. 18.	Being a mentor is more trouble than it is worth. Mentoring takes more of my time than it	1 1	2 2	3 3	4 4	5 5
19.	is worth. There are more drawback to being a mentor than advantages.	1	2	3	4	5
20.	Mentoring takes too much time away from my job.	1	2	3	4	5
21.	My relationship with my mentee has become unhealthy.	1	2	3	4	5
22.	Colleagues are concerned that I give unfair advantages to my mentee.	1	2	3	4	5
23.	My mentee's poor work performance reflects negatively on me.	1	2	3	4	5
24.	The major drawback of being a mentor is the time commitment.	1	2	3	4	5
Perc	eived Program Effectiveness					
25.	The mentoring program is effective.	1	2	3	4	5
Perc	eived Managerial Support for Mentoring Program					
26.	Upper management serves as a role model for mentors.	1	2	3	4	5
27.	The agency encourages employees to be mentors.	1	2	3	4	5
28.	This agency promotes mentoring opportunities.	1	2	3	4	5
29.	Mentors are held accountable for their treatment of mentees.	1	2	3	4	5
30.	The agency takes steps to remedy dissatisfaction with a match.	1	2	3	4	5

This instrument adapted from Ragins and Scandura (1999)

Last four digits of SS#	Date

2007 DCF Mentoring Program Year End Feedback and Review Mentee

The purpose of this review form is to provide the DCF Mentoring Committee with an assessment of your year-long mentoring experience. Please complete this form based upon your mentor/mentee partnership and submit it to your team leader at the end of today's session. Your responses will help to shape future Mentoring Program goals. We appreciate your candid feedback and confidential comments/ recommendations.

Respond to each statement by using the rating scale below.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

1. The Mentoring Program increased my organizational commitment to DCF through:

a. Increased understanding of DCF mission	1	2	3	4	5
and values					
b. Exposure to DCF policies and procedures	1	2	3	4	5
c. Exposure to different departmental programs	1	2	3	4	5
d. Opportunities to demonstrate best practice	1	2	3	4	5
e. Participation in projects and presentations to	1	2	3	4	5
increase professional development					

2. The Mentoring Program helped me build leadership skills by:

a. Observing management styles in various settings	1	2	3	4	5
b. Participating in program development,	1	2	3	4	5
implementation or policy development					
c. Creating opportunities for the expansion of	1	2	3	4	5
network and building collaboration					
d. Creating opportunities for specialized trainings	1	2	3	4	5

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agreed 3. The Mentoring Program increased my desire to stay at DCF by helping me: a. Create internal supports b. Build work skills c. Develop career and life planning opportunities 4. The Mentoring Program helped me develop skills to navigate and negotiate within the **DCF** community by: a. Exposure to regular meetings or shadowing the commissioner b. Collaborating and training with multicultural affaires, affirmative action, or human resources c. Contributing to cultural collaborations d. Advocacy for self and clients e. Managing change in depth 5. The Mentoring Program helped me feel that the work I do is appreciated. 6. The Mentoring Program helped me to attain personal goals as stated on my development plan. 7. The Mentoring Program helped me meet professional and/or career goals. 8. For the next 5 -10 years, I plan to work at DCF.

Respond to each statement by using the rating scale below except #8.

2007 DCF Mentoring Program Year End Feedback and Review Mentor

The purpose of this review form is to provide the DCF Mentoring Committee with an assessment of your year-long mentoring experience. Please complete this form based upon your mentor/mentee partnership and submit it to your team leader at the end of today's session. Your responses will help to shape future Mentoring Programs. We appreciate your candid feedback and confidential comments/recommendations.

Respond to each statement by using the rating scale below.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

3.	To increase organizational commitment to DCF,	I was a	ble to:			
	a. Help my mentee increase understanding of DCF mission and values	1	2	3	4	5
	b. Expose my mentee to DCF policies and procedures	1	2	3	4	5
	c. Expose my mentee to different departmental programs	1	2	3	4	5
	d. Provide opportunities for my mentee to demonstrate best practice	1	2	3	4	5
	e. Facilitate my mentee's participation in projects and presentations to increase professional develop	1 oment	2	3	4	5
4.	To help my mentee build leadership skills, I was a support my mentee in:	able to	collabor	ate, sup	ervise, (r
	a. Observing management styles in various settings	1	2	3	4	5
	b. Participating in program development, implementation or policy development	1	2	3	4	5
	c. Creating opportunities for the expansion of network and building collaboration	1	2	3	4	5
	d. Creating opportunities for specialized trainings	1	2	3	4	5

Respond to each statement by using the rating scale below except #7.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

3. To increase my mentee's intention to stay at DCF, I was able to help my mentee:

a. Create internal supports	1	2	3	4	5	
b. Build work skills	1	2	3	4	5	
c. Develop career and life planning opportunities	1	2	3	4	5	
4. To develop the mentee's skills in navigating and	negotia	ting wit	hin the	DCF co	mmunity,	,
I was able to:						
a. Expose my mentee to regular meetings or shadowing the commissioner	1	2	3	4	5	
 b. Help my mentee collaborate and train with multicultural affaires, affirmative action, or human resources 	1	2	3	4	5	
c. Help my mentee contribute to cultural collaborations	1	2	3	4	5	
d. Help my mentee advocate for self and clients	1	2	3	4	5	
e. Help my mentee manage change in depth	1	2	3	4	5	
5. The Mentoring Program helped me feel that the work I do is appreciated.	1	2	3	4	5	
6. The Mentoring Program influenced <u>my</u> own professional/career goals.	1	2	3	4	5	
7. The Mentoring Program influenced <u>my</u> <u>own</u> personal development.	1	2	3	4	5	
8. If any, in what ways should the Mentoring Progr	ram be	enhance	ed or ch	anged?		
9. For the next 5 -10 years, I plan to work at DCF.	1	2	3	4	5	

Children FIRST Fordham University Graduate School of Social Services &

Connecticut Department of Children and Families One Month Follow-up Feedback for Mentees

It now has been about a month since you completed the Mentoring Program. We'd like you to reflect back on the year you spent in the program, and identify the experience(s) that stand out. Please describe an activity that you participated in last year that was particularly rewarding (i.e. consider the purpowhether it was in DCF or in the community and why it was important to you):	
On a scale of I - 5, with 5 being the most positive, how would you rate the importance of the relationship with your mentor in terms of the impact on your satisfaction with the program? 1 2 3 4 5	
Have you and your mentor stayed in touch? Yes No Have you connected with any informal mentors this year? Yes No	
Are you willing to speak to a member of the Fordham research team in greater detail about the activity described above? If so, please provide the following:	٢
Name: Office Phone:	

DCF Mentoring Program Six-Month Follow-up Feedback and Review **2007 Mentee Cohort**

Please think back over the last six months since you left the mentoring program and indicate how strongly you agree or disagree with the following statements.

Answer the questions using this rating scale. Circle your responses. 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Organizational and Career Commitment

Organizational and Career Commitment						
As a result of participating in the mentoring progr	am:					
1. I am more personally invested in the success of the agency.	1	2	3	4	5	
 I feel a stronger sense of belonging at DCF. 	1	2	3	4	5	
3. I am more personally invested in my job.	1	2	3	4	5	
4. I feel more loyal to DCF.	1	2	3	4	5	
5. I am less interested in seeking opportunities outside DCF.	1	2	3	4	5	
6. For the next $5 - 10$ years, I plan to work at DCF.	1	2	3	4	5	
7. My job satisfaction has increased.	1	2	3	4	5	
8. My commitment to the social work profession has increased.	1	2	3	4	5	
9. Since leaving the program have you interviewed	ed for a	promo	tion? _	Y _	N	
10. Since leaving the program have you been pror	noted to	o a new	positio	on?	_Y	N
11. Since leaving the program have you interview	ed for a	ı job ou	ıtside D	CF?	_Y	N
Leadership Skills						
As a result of participating in the mentoring progr	am:					
12. I am a more confident decision maker.	1	2	3	4	5	
13. I have more opportunities for collaboration.	1	2		4	5	
14. I feel more confident as a leader.	1	2		4	5	
15. I feel more empowered in my position.	1	2	3	4	5	
16. I am more confident about seeking a promotion.	1	2	3	4	5	

Professional Development

As a	a result of participating in the mentoring prog	ram:				
17	I am better able to manage my resources.	1	2	3	4	5
	I have a better understanding of the agency mission.	1	2	3	4	5
19.	I have more cultural sensitivity.	1	2	3	4	5
20.	I have more flexibility.	1	2	3	4	5
	I have better problem solving skills.	1	2	3	4	5
22.	There are more professional development and training opportunities.	1	2	3	4	5
23.	I am better able to prioritize and plan my goals.	1	2	3	4	5
24.	I am better able to achieve my desired outcomes.	1	2	3	4	5
25.	I am participating in more projects and presentations.	1	2	3	4	5
26.	Have you continued to work on any projects	you beg	gan duri	ng the p	orogram	?
Nav	vigating and Negotiating the DCF system					
As a	a result of participating in the mentoring prog	ram:				
27.	I receive more internal agency support.	1	2	3	4	5
28.	I have more visibility in the agency.	1	2	3	4	5
29.	My professional network has grown.	1	2		4	5
30.	I have more access to managers.	1	2	3	4	5
31.	I have more career advancement/ promotional opportunities within DCF.	1	2	3	4	5
Conti	nuing Relationship with Mentor					
32.	Have you stayed in touch with your mentor	r?	Y1	1		
33.	How many times have you met or spoken v	with you	ır mento	or this y	ear?	
34.	Do you consider your former mentor a pers	sonal fri	end?	Y	N	
35.	Have you connected with any informal men	ntors thi	is year?	<u></u> Y	 N	
36.	Have you recommended the mentoring pro		=			N
				_		
Last	t 4 digits of SS#:		Date	e:		_

DCF Mentoring Program Six Month Follow-up Feedback and Review **2007 Mentor Cohort**

Please think back over the last six months since you left the mentoring program. Indicate how strongly you agree or disagree with the following statements.

Answer the questions using this rating scale. Circle the number next to your response.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Perceived Benefits of Being a Mentor (adapted from Ragins and Scandura, 1999 and *Eby et al, 2006)*

10.	from work by sharing my wisdom and insights	1	2	3	4	5
11.	with my mentee. Serving as a mentor was one of the most rewarding experiences of my career.	1	2	3	4	5
12.	Serving as a mentor has improved my reputation within the agency.	1	2	3	4	5
13.	The rewards of being a mentor more than 5compensated for the costs.	1	2	3	4	5
14.	The advantages of being a mentor far outweighed the drawbacks.	1	2	3	4	5
15.	My creativity has increased as result of my participation in the program	1	2	3	4	5
16.	My mentee continues to be an important source of support to me.	1	2	3	4	5
8.	My job performance has improved as a result of participating in the program.	1	2	3	4	5
9.	My personal satisfaction with my job has increased as a result of participating in the program.	1	2	3	4	5
17.	My mentee is a trusted ally.	1	2	3	4	5
18.	I have obtained positive recognition from the agency for serving as a mentor.	1	2	3	4	5
19.	I have received recognition from my mentee's supervisors for improving my mentee's performance.	. 1	2	3	4	5
20.	Participating in the mentoring program has given me a renewed sense of purpose in my role.	1	2	3	4	5
21.	I gained new knowledge from my mentee about the type of work he or she does for the agency.	1	2	3	4	5
22.	Being a mentor has improved my supervisory skills.	1	2	3	4	5
23.	Being a mentor has improved my leadership skills.	1	2	3	4	5

	eived Costs of Being a Mentor (adapted from 2006)	Ra	gins	s and	Scandu	ra, 199	9 and Eb	'nу
24.	Being a mentor was more trouble than it was worth.	1		2	3	4	5	
25.	Mentoring took more of my time than it was worth.	1		2	3	4	5	
26.	There were more drawback to being a mentor than advantages.	1		2	3	4	5	
27.	Mentoring took too much time away from my job.	1		2	3	4	5	
28.	My relationship with my mentee became unhealthy.	1		2	3	4	5	
29.	Colleagues are concerned that I give unfair advantages to my mentee.	1		2	3	4	5	
30.	negatively on me.	1		2	3	4	5	
31.	The major drawback of being a mentor was the time commitment.	1		2	3	4	5	
Perc	eived Program Effectiveness (Eby et al, 2006)	9)						
32.	The mentoring program is effective.		1	2	3	4	5	
Perc	eived Managerial Support for Mentoring (fr	om	Eby	et al	, 2006)			
33.	Upper management serves as a role model for mentors.		1	2	3	4	5	
34.	The agency encourages employees to be ment		. 1	2	3	4	5	
35.	This agency promotes mentoring opportunities		1	2	3	4	5	
36.	Mentors are held accountable for their treatment of mentees.		1	2	3	4	5	
37.	The agency takes steps to remedy a mentee's dissatisfaction with a mentor		1	2	3	4	5	
Inte	ntion to Mentor in the Future							
38.	Are you currently serving as a formal mentor	in tl	he p	rogra	m?	_Y	_N	
39.	Are you interested in serving as a formal ment	tor a	agai	n in tl	ne futur	re?	_Y]	N
	u answered no, please indicate how strongly you wing questions (from Ragins and Cotton, 1993)		gree	e or di	isagree	with the	e	
40. 41.	I am uncomfortable being a mentor. I feel unqualified to be a mentor	1 1		2 2	3	4 4	5 5	

36.	The costs of being a mentor outweigh the benefits.	1	2	3	4	5
37.	I have enough trouble taking care of my own job, without having to worry about others.	1	2	3	4	5
38.	I do not want the risk of being put in a bad	1	2	3	4	5
39.	light by my mentee's failures. I do not have time to be a mentor.	1	2	3	4	5
Con	tinuing Relationship with Mentee					
40.	Have you kept in touch with your mentee? _	Y	N			
41.	If so, how many times a month do you speak	to or me	eet with	ı your n	nentee?	
42.	Do you still provide advice and guidance to y	our mei	ntee? _	Y	N	
43.	Have you asked a colleague(s) to serve as inf	ormal m	nentors	to your	mentee'	?
	1					
Date	:					
Last	four digits of SS#:					

CT DCF Mentoring Program
6 Month Follow-up Focus Group Discussion
2006 cohort

Interviewer's Guide

- 1. How successful was your relationship with your mentee/mentor?
 - Did you face any particular challenges?
 - Do you continue to share advice, information and/or problems?
- 2. What activities did you/your mentee find most rewarding? Why were these activities particularly rewarding?
- 3. Mentees were encouraged to participate in activities that would help them meet objectives in five areas. Did you (your mentee) participate in activities that helped you achieve your goals in the following areas?
 - Increased commitment to the organization.
 - Built leadership capacity
 - Impacted job satisfaction
 - Enhanced ability to navigate and negotiate within DCF and the larger community.
 - Increased opportunities for career and personal development.
- 4. It has been six months since your participation in the program ended. Do any aspects of the program continue to impact you?
- 5. In your opinion, how does the mentoring program benefit the agency? Do you have any suggestions for improvement or expansion of the program?
 - The mentoring program is not geared exclusively to future managers. Do you believe a leadership succession mentoring program would benefit the agency?
- 6. What are some of the short-term and long-term benefits of being a mentor (for mentors only)?

DCF Mentoring Program 12 Month Follow-up Feedback and Review 2006 Cohort

It has been twelve months since you left the mentoring program. Please select one answer choice to describe the impact the program has had on you.

answer choice to describe the impact the pr	ogram h	as ha	d on yo	u.		
1. I was a Mentee () or I was a Ment	or ().				
Respond to each statement 1. Strongly Disagree 2. Disagree	by using 3. Neutr					ree
2. The mentoring program has had a last	ting imp	act o	on me in	the fol	llowing	ways:
a. Increased my organizational commitm	ent	1	2	3	4	5
b. Built my leadership skills		1	2	3	4	5
c. Enhanced my interest in staying at l	DCF	1	2	3	4	5
d. Enhanced my ability to navigate an negotiate the DCF system	ıd	1	2	3	4	5
e. Afforded me personal and profession growth	onal	1	2	3	4	5
Respond to each statement 1. Strongly Disagree 2. Disagree			_			ree
3. The mentoring program has influence	ed my:					
a. Interpersonal relationships with colleagues	1		2	3	4	5
b. Feeling appreciated/supported	1		2	3	4	5

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by co-workers/supervisors

c. Degree of job satisfaction.

5.	I continue to be in touch with my mentor/r	nentee:	Y	N		
4.	For the next 5 - 10 years, I plan to work at DCF.	1	2	3	4	5
	h. Promotional and career opportunities <i>outside</i> of DCF	1	2	3	4	5
	g. Degree of commitment to social work profession	1	2	3	4	5
	f. Commitment to child welfare	1	2	3	4	5
	e. Career advancement/promotional opportunities at DCF	1	2	3	4	5
	d. Commitment to DCF.	1	2	3	4	5

Last 4 digits of SS#	
Date	